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ABSTRACT

This publication addresses trends and issues in global education, providing information about what global education is and how to teach it. The publication emphasizes ERIC resources. It offers ERIC Digests about global education and selected items from the ERIC database that exemplify different viewpoints and approaches to global education. It contains a directory of key organizations and World Wide Web sites that provide teacher resources. Designed as a guide for educators who want to include global education across the various subjects of the curriculum, the volume is divided into four parts: (1) "Overview of Global and International Education"; (2) "Institutionalizing Global Education"; (3) "Curriculum, Methods, and Approaches"; and (4) "Appendices." Information about documents in the ERIC database and how to submit documents for the database is appended. (BT)

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Concepts and Trends in Global Education

Margaret Sutton and Deborah Hutton, editors

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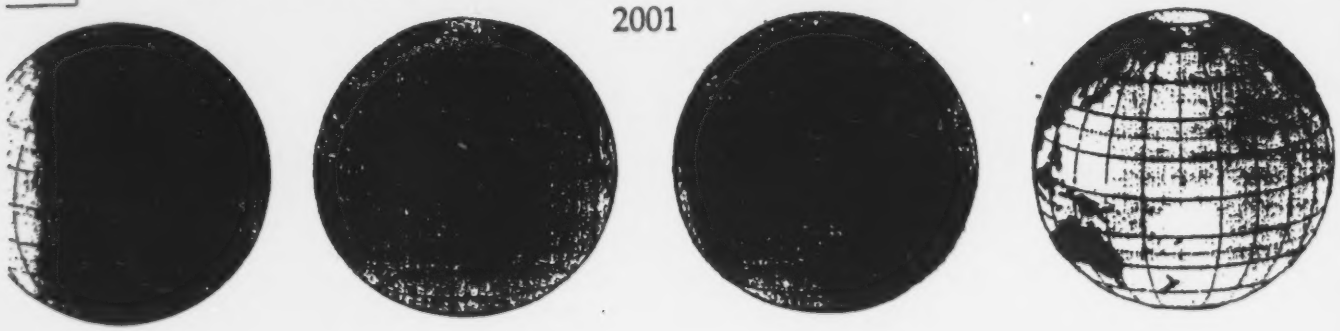

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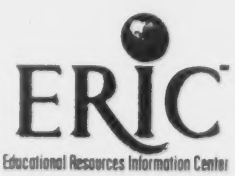

ERIC (Educational Resources Information Center) is the education information system sponsored by the National Library of Education and the Office of Educational Research and Improvement within the U.S. Department of Education.

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Introduction

OVERVIEW OF GLOBAL AND INTERNATIONAL EDUCATION

The dawning of the twenty-first century brings a revival of interest in global education among educators in the United States (U.S.) and around the world. Although its roots can be traced to efforts in peace education and education for international understanding that began with the turn of the last century, global education as it is understood today is a distinctly post-World War II phenomenon. The greatest period of activity in global education before the present occurred in the 1970s and early 1980s, a time when educators around the U.S. took advantage of foundation and government funding to develop curriculum and mount professional development programs for teachers in global education.[1] Centers for global and international education flourished in the U.S. during this time and many continue to operate today.[2] A similar surge in activity in Canada, Australia, and the United Kingdom (U.K.) and on-going promotion of global education by UNESCO fostered a form of international dialogue about global education. Today, with advances in information and telecommunications technology, global education is truly a worldwide phenomenon, though its form varies from country to country.[3]

Global education is a term that means different things to different people. To some, it refers broadly to all education about nations and societies other than one's own. To others, it means a specific conceptual approach emphasizing systems analysis of common human issues. In the U.S., specialists have applied the term "international education" to the former and "global education" to the latter. Indeed, a fundamental message of the global education movement since its inception has been to educate in a manner that emphasizes, in the classic words of Lee Anderson, "the 'unity,' the 'wholeness,' the 'interdependence,' the 'systemness' of the modern world."[4] More recently, Toni Fuss Kirkwood has examined various definitions of global education, past and present.[5]

A second distinction between global education *per se* and international education in the form of area studies or international relations is that the goals of global education extend beyond the cognitive domain. In the classic formulation of Robert Hanvey, global education promotes not only knowledge and awareness of other places and people, but also the ability to view events from a variety of perspectives other than one's own; in other words, to be cross-culturally aware.[6] Intrinsic to cross-cultural awareness is a belief in the common humanity of people, a value that is widely promoted by supporters of global education.[7]

In the current wave of global education, there has been an increasing emphasis placed on action, above and beyond understanding and perspective taking. The *Guidelines for Global Education* developed by the American Forum for Global Education (and currently under review) place equal emphasis on cognitive, affective, and action components of global education.[8] Graham Pike's study of educators' conceptions of global education in Canada, the U.S., and the U.K. reveals that despite different emphases in practices among the three nations, educators share common conceptions of global education as a mode of teaching and learning that stresses (1) interdependence; (2) multiple perspectives; and (3) meaning beyond the classroom, i.e., in action.[9] Pike's own model of global education, as well as many of the UNESCO supported developments in the field, adds a temporal dimension to the discourse, emphasizing the need to understand the present in terms of the past, and to envision alternative futures.[10]

Also a concern in the earlier years of the global education movement, the need for creative pedagogy is increasingly emphasized by today's global education supporters in order to meet the affective and action goals of global education. As Merryfield points out, effective global education requires transformative pedagogy.[11] The affective and action goals of global education call for a transformation in the awareness and interests of learners, one that derives more readily from social situations than from "book learning."

Despite the enthusiasm of so many educators for so many years, global education has not become integrated into the mainstream, certainly not in U.S. schools. Andrew Smith, President of the American Forum for Global Education, estimates that fewer than 100 of the 85,000 schools in the U.S. today have made an institution-wide commitment to global education.[12] The weight of other demands on the schools as well as outright political opposition have hampered the best efforts of global educators to establish comprehensive and sustainable programs in global education.[13] Rather, as in the past, most classroom activity in global education today results from the knowledge and commitment of individual teachers.[14] Indeed, as summarized below, there is a growing awareness among supporters of global education that for its goals to be met, school-wide change must ensue.

The other difference between global education practices today and those of the 1970s derives from expansion and improvement of telecommunications and information systems. As detailed in Part II, today there is an embarrassment of riches available to students and educators in support of global education efforts. In addition, the Internet not

only provides access to a wealth of information but also enables greater levels of communication among students and teachers around the world. This communication provides a critical element in global education: the ability to exchange ideas and perceptions with those living in circumstances different than one's own.

These two changes in the dialogue around global education since the 1980s call for new perspectives on global education in both theory and practice. The modest outcomes of decades of labor by global educators in the U.S. has led to new lines of questioning and new modes of practice. Particularly with access to the Internet, but also by creative use of local media and community, educators at all levels can engage students in thinking about the relationship of their own lives to the natural and social systems that constitute our world. Any educational activity embodying this purpose, whether in art, science, literature, foreign language or the social studies, can fairly be called global education. Within this rubric, there are philosophical controversies and thus differences in approach, both signs of the vitality of a field of practice. Perhaps the most consequential controversy in the U.S. and many other nations is the question of the distinction between or identities of "global" and "multicultural" education.

Global and multicultural education

An important issue that has received some needed attention lately is the relationship between global and multicultural education. In their text entitled *Global Perspectives for Educators*, Diaz, Massialas, and Xanthopoulos assert that "it would be a rare case if an educator supported global—but not multicultural—education, or the reverse."[15] While this claim makes sense on a conceptual level, it is not always true in practice. The two fields arise from different sources and have overlapping but also distinct purposes. When they are casually equated, it is possible that the goals of neither will be met; however, reflective pedagogy can link global and multicultural education into effective classroom practice.

James Banks distinguishes global and multicultural education on the basis of curricular content or context, with multicultural education focused on issues of diversity, equity, and justice within a nation, and global education addressing these issues in a global context.[16] Both focus on critical thinking and controversial social issues and so share common methods and goals. As McFadden et al. point out, however, in the U.S., multicultural and global education derive from two different sources. Multicultural education was born of the civil rights movement, making it a dimension of society-wide change. Global education, on the other hand, has been advocated primarily by educators and organizations such as the National Council for the Social Studies (NCSS) and by state departments of education. Their different origins appear to have resulted in a different distribution of efforts across U.S. schools. Community demands have promoted attention to multicultural education across urban school systems. Global education, by contrast, is more likely to take place in "higher track" classes and schools, both urban and suburban.

Sometimes multicultural and global education are confused in educational practice, undermining the common and unique goals of each. In a thought-provoking article on the relationship between the two fields, Ukpokodu[17] describes how U.S. teachers may be more comfortable teaching about people who are different and far away, rather than about diversity, its sources, and its consequences at home. As a result, a "unit" on Africa or Japan becomes a poor substitute for meaningful multicultural education. Commenting on such practices in teacher education, McFadden et al. note that they have led some proponents of multicultural education to perceive that "teacher educators in international education have chosen to ignore racism, injustice, and inequities in their own communities in the U.S."[18]

The benefits of open and critical dialogue among "globalists" and "multiculturalists" is especially evident in recent work on teacher education. Since the 1990s, leading figures in both multicultural and global education have worked on mutually-reinforcing efforts to educate future teachers about the knowledge, skills, and dispositions fostered by both fields, as exemplified in the work of Christine Bennett, Diaz, Massialas and Xanthopolous, Gloria Ladson-Billing, and Merry Merryfield.[19] A recent study conducted by Merryfield reveals the potential of multicultural and international experiences to dialectically inform each other. Analyzing the testimonials of 80 exemplary teacher educators in global and/or multicultural education, Merryfield found that for white teacher educators in particular, an experience living abroad provided critical insight into the daily realities of difference, creating a greater commitment to addressing racism and discrimination in their own communities. Among teacher educators who grew up experiencing social exclusion, Merryfield found recognition that "the multiple realities that exist in a community or country also exist globally."[20] This underscores the necessity of thoughtfully linking global education with multicultural education, not only in theory, but also in practice.

There is evidence that past cleavages between multicultural and global educators are being bridged, with advocates of both working together more so than in the past. Two current social forces contribute to the urgency of such dialogue. The immigration surge of the past decade has raised the profile of the global origins of U.S. multiculturalism. This in turn fosters greater content integration between global and multicultural education. At the same time, as high stakes testing exerts increasing control over the delivered curriculum, there is a strong impetus for coalition building among those who share commitments to the promotion of social justice in the schools.

Teachers and teacher education

One might assume that the research regarding the dynamics of teachers and teacher education in the field of global education would be extensive. After all, both are absolutely critical to the development of a relevant and sustained global perspective in education. Surprisingly, however, this is not the case. The research is limited and the researchers are few.

Merryfield, the leading researcher of both teachers and teacher education, has examined the perspectives of master teachers, practicing teachers, and preservice teachers on classroom practice in global education and compares their theories and practices across the three groups. She argues that teacher-generated theories and practices form a critical component of the conceptual scholarship on global education.[21] In an ethnographic study, Bill Gaudelli examines the self-identities and beliefs of high school social studies teachers, their classroom pedagogy, and the manifestation of the teacher self in the global education classroom. Gaudelli concludes that self-identity significantly influences how teachers teach global education topics.[22] Quashigah and Wilson examine how the issues of culture and power influence the practice of teaching with a global perspective.[23]

Some research exists regarding the preparation of preservice teachers for global education. Conceptually, this work begins with a recognition that a large portion, perhaps the majority, of U.S. pre-service teachers possess a weak knowledge base for teaching global and international topics.[24] Thus, the teacher education literature contains research-based advice on effective means for fostering global knowledge and perspectives among pre-service students. David Friesen et al. conclude in their study that international experiences through study abroad, communications, or service activities encourage pre-service teachers to develop a global consciousness.[25] Parker, Glenn, Mizoue, Meriwether, and Gardner examine the attitudes of Japanese and U.S. pre-service teachers regarding global issues and relations, finding differing levels of world-mindedness.[26] Finally, Merryfield has edited a comprehensive guide for teacher educators whose goal is to foster a global perspective in their pre-service students.[27]

Global education and school change

Global education has been viewed by its proponents as both a goal and a source of school change. As a goal, the need to internationalize the curriculum in order to provide U.S. students with greater understanding of the world has received consistent support from business and state-level political leaders since the 1980s. The Council of Chief State School Officers, for example, issued its first strong endorsement of global education in 1985. This statement, calling for "comprehensive assistance to international education and second language study at the elementary and secondary level," was elaborated and reinforced in 1991 and remains prominent in the agenda of the Council.[28] Successful implementation of global education efforts, in turn, can contribute to school reform in a variety of ways.

One contribution of global education to educational reform is in the area of pedagogy. Like multicultural education, global education calls for innovative pedagogical techniques. Haakenson, Savukova, and Mason observe that pedagogy associated with global education "includes cooperative learning, uses interdisciplinary themes, emphasizes critical thinking and problem-solving tasks, is experiential, and is community based."[29] Such effects have been noted by various researchers, not only in the U.S. but in other countries including Japan, Jordan, and Russia.[30] Parker, Ninomiya, and Cogan suggest another kind of global educational reform with their arguments for a multinational curriculum.[31]

Efforts to implement a global education curriculum throughout a school often bring educators face to face with the major constraints to school change. Cumulative experiences of those promoting global education have led to an awareness that it is not possible to implement an international or global curriculum without attending to the barriers created by what Tye calls "the deep structure" of schooling,[32] the organizational and time management practices that limit the scope of any sort of change. Along with the growing awareness that global and multicultural education must be linked in practice, global educators are realizing that progress toward implementing global education curriculum and pedagogy requires foundational work.

Impacts of global education

As is the case in most fields of curricular and pedagogical innovation, the empirical literature evaluating the impact of global education is limited. Beyond the studies of teacher education activities and school change discussed in the previous two sections, other studies focus on short-term and small scale impacts. An interesting finding of two such studies is that use of information technology appears to contribute to increased learning of global and international content, above and beyond learning that occurs with more traditional text-based and teacher-directed materials. Both the use of computer-aided instruction and establishing communication links with students in other countries contribute to students' knowledge and understanding of global issues.[33] Clearly, our understanding of the impacts of global and international education would benefit from longer-term follow up and more comprehensive assessment.

PROGRAMS, METHODS, AND RESOURCES

The vast majority of literature on global and international education consists of resources developed by practitioners to support efforts in this field. More than two-thirds

of ERIC database entries dealing with global and international education are in this vein, and they offer a wealth of ideas, activities, and approaches to interested practitioners. Only a small percentage of the materials available through the ERIC database are included in this manual. They were selected with several criteria in mind. For the most part, they represent recently created materials, in recognition of how the content of global and international studies changes along with the world we live in. Throughout this section, the authors have attempted to include examples of materials from the many different curriculum-producing centers that are discussed in the final section.

Curricular levels and fields

The ERIC selections included in this manual also reflect an effort to illustrate the breadth of materials available. As the entries show, there are materials available on global and international endeavors at all levels of education, from early childhood through university. At the elementary level, some entries discuss the use of fiction and story to introduce young learners to diverse cultures,[34] while others develop thematic units that link children's daily experiences at home with those in other cultures.[35] At the middle and high school level, many materials focus on issues such as environmentalism, social and economic development, and nationalism.[36] At both the high school and university levels, materials include suggestions for ever-more sophisticated use of information technology, as well as higher levels of involvement in international activities.[37]

The next section of this resource guide organizes, by major subject area, materials available to educators. Not surprisingly, the field represented by the largest body of materials is the social studies. There is such a wealth of curricular and programmatic material available for use in social studies classrooms that these are further divided into major sub-areas, including Civics and Government, History, Geography, and Economics. What is surprising is the growing body of resources for teaching about the world in other subject areas, including art and music on one hand and the natural sciences (with an emphasis on environmental and population issues) on the other.

Technology and global education

The use of technology, especially of computer-based information and communications, in support of global education is a theme that runs throughout the curricular and programmatic materials included in this resource guide. There is also a set of materials that focuses specifically on technology applications to global and international education, providing practical tips on maximizing the effectiveness of use, as well as creative ideas for bringing different technologies to bear in the teaching/learning process.

Organizations and Web sites

The resource guide ends with a listing of organizations devoted to promoting global and international education. A variety of organizations created over the years share the broad goal of encouraging U.S. students, educators, and citizens to increase their knowledge and understanding of our indisputably interconnected world. These organizations are for-profit or non-profit; supported by universities, government funds, or private donations; or are self-supporting. Some develop curricular materials, host focused teacher workshops, organize national conferences, or plan student trips. Others use the new information technologies to connect students, teachers, and professionals with the mushrooming quantity of available information or directly with each other across the globe.

The 12 organizations highlighted were chosen because they represent the best and breadth of those in existence. Of all global education organizations in the United States, The American Forum for Global Education (TAF) is the primary one to facilitate communication among the others via national conferences, surveys, statements, and its Web site. The historical leaders of the field of global education since 1970, are TAF, the Center for Teaching International Relations (CTIR), and the Stanford Program on International and Cross-Cultural Education (SPICE). These organizations have guided others in defining and redefining global education, in adapting to changes in educational and global trends, and in keeping the quality of programs and products high.

Two of the organizations—the Center for the Study of Global Change (at Indiana University) and Choices for the 21st Century Education Project (at Brown University)—are university-based. The Global Center encourages a global perspective at the post-secondary level and a global academic network, using new information technologies. At the K-12 level, it hosts concurrent International Studies Summer Institutes for students and teachers. The Choices Project focuses on K-12 and the greater community, with materials, forums, and state and nation-wide projects.

An alliance of organizations provides unique services to global educators and professionals. The National Peace Corps Association (NPCA) (an association of returned Peace Corps volunteers), in partnership with the Association for Supervision and Curriculum Development (ASCD), supports a listserv and a bimonthly newsletter to facilitate regular communication among colleagues. In addition, a new, searchable Web site provides links to all current programs and services.

The rest of the organizations all provide student-to-student, teacher-to-teacher, and/or class-to-class connections across the globe, often using the latest technologies. Two of these organizations facilitate connections through the use of coordinated projects. Global Learning and Observations to Benefit the Environment (GLOBE) connects K-12 students and teachers worldwide with research scientists

in hands-on environmental projects. International Education and Resource Network (iEARN) uses a global telecommunications network to connect K-12 students and teachers worldwide in mutually working on meaningful educational projects.

Four of these organizations facilitate more open-ended connections. Creative Connections coordinates class-to-class connections each school year in three curricular categories and with guidelines. Intercultural E-Mail Classroom Connections (IECC) connects teachers worldwide, leading to e-mail exchanges for their classes. The Peace Corps World Wise Schools (WWS) project connects teachers and their classes with Peace Corps Volunteers in the field. Finally, World Pen Pals connects individual students or whole classes, through their teachers, around the world.

Notes

[1]Margaret Sutton, "Global Education and National Interest: The Last Fifty Years," *International Journal of Social Education*, 13(2) (Fall-Win 1998-1999): 6-28.

[2]See section on organizations and Web sites, below.

[3]Graham Pike, "Global Education and National Identity: In Pursuit of Meaning," *Theory into Practice*, 2000, 39(2) (Spring 2000): 64-73; Kenneth A. Tye (1999), *Global Education: A Worldwide Movement*. Orange, CA: Interdependent Press. See also the special edition of *International Journal of Social Education*, 13(2) (Fall-Win 1998-1999), Terrance Mason, Guest Editor.

[4]Lee F. Anderson, "An Examination of the Structure and Objectives of International Education," *Social Education* 32(3) (November 1968): 640.

[5]Toni Fuss Kirkwood (2001). "Our Global Age Requires Global Education: Clarifying Definitional Ambiguities." *The Social Studies*, v92 n1 p. 10-15.

[6]Robert G. Hanvey, *An Attainable Global Perspective*. (New York: Center for Global Perspectives. 1975).

[7]On this point, see John McFadden, Merry M. Merryfield and Keith Reeves Barron (1997), *Multicultural & Global/International Education: Guidelines for Programs in Teacher Education*. Washington, DC: American Association of Colleges for Teacher Education.

[8]See Donald Bragaw, *Global Literacy: Challenges, Culture and Connections* (1998), New York, The American Forum for Global Education. A summary is available at <http://www.globaled.org/>.

[9]Pike, *op. cit.*, p. 65.

[10]David Selby and Graham Pike, "Global Education: Relevant Learning for the Twenty-First Century." *Convergence* (2000), 33(1-2): 138-49.

[11]Merry M. Merryfield (1998). "Pedagogy for Global Perspectives in Education: Studies of Teachers' Thinking and Practice," *Theory and Research in Social Education*; v26 n3 p342-79; Merry M. Merryfield, (2000) "Why Aren't Teachers Being Prepared To Teach for Diversity, Equity, and Global Interconnectedness? A Study of Lived Experiences in the Making of Multicultural and Global Educators," *Teaching and Teacher Education*, v16 n4 p429-43.

[12]Andrew Smith, personal communication, August 10, 2001.

[13]Sutton, *op. cit.*

[14]Jan Tucker, "Global education partnerships between schools and universities," in K.A. Tye (ed.) *Global Education: From Thought to Action*. (Alexandria, VA: Association for Supervision and Curriculum Development): 109-124).

[15]Carlos F. Diaz, Byron G. Massialas, and John H. Hanthopoulos (1999) *Global perspectives for educators*. Needham Heights, MA: Allyn & Bacon.

[16]James Banks (1994). *Multiethnic education: Theory and Practice*. Boston: Allyn & Bacon.

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[20]Merry M. Merryfield (2000). "Why Aren't Teachers Being Prepared To Teach for Diversity, Equity, and Global Interconnectedness? A Study of Lived Experiences in the Making of Multicultural and Global Educators." *Teaching and Teacher Education*, v16 n4 p429-43.

[21]Merry M. Merryfield (1998). "Pedagogy for Global Perspectives in Education: Studies of Teachers' Thinking and Practice." *Theory and Research in Social Education*, v26 n3 p342-79.

[22]Bill Gaudelli (1999). "Teacher as Self: Understanding Pedagogy in Global Education." (Paper presented at the Annual Meeting of the College and University Faculty Association, National Council for the Social Studies, Orlando, FL, November 19).

[23]A. Yao Quashigah and Angene H. Wilson (2001). "A Cross-National Conversation about Teaching from a Global Perspective: Issues of Culture and Power." *Theory into Practice*, v40 n1 p55-64.

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[26]Walter Parker, Allen Glenn, Yasushi Mizoue, Crystal Meriwether, and William Gardner (1997). "Japanese and American Preservice Teachers' Attitudes Toward Global Issues and Relations." *Peabody Journal of Education*, v72 n1 p187-202.

[27]Merry M. Merryfield (ed.) (1997). *Preparing Teachers to Teach Global Perspectives. A Handbook for Teacher Educators*. Thousand Oaks, CA: Corwin Press.

[28]Council of Chief State School Officers (n.d.). "International dimensions of education: Position paper and recommendation for action." http://www.ccsso.org/intlpol.html.

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[32]Barbara B. Tye and Kenneth A. Tye (1998). "Global education as a strategy of school change," *Social Studies Review*, v37 n2 p9-12.

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*ED415174. Mary Hammond Bernson (1997). *Fiction about Japan in the Elementary Curriculum*. ERIC Digest; ED417720 Desiree Webber, DeeAnn Corn, Elaine Harrod, Donna Norvell, and Sandy Shropshire, (1998). "Travel the Globe: Multicultural Story Times."

*Helen L. Carlson and Carol Holm (1999). "Diversity and Global Studies: Elementary Children's Investigations," *Social Studies and the Young Learner*; v11 n3 p6-10. EJ526698 Jo Ann Cangemi and Linda Aucoin, (1996) "Global Thematic Units Are Passports to Learning," *Social Education*, v60 n2 p80-81.

*ED381470. Jacquelyn Johnson and others (1994). *Global Issues in the Middle School Grades 5-8*. (Third Edition). Boulder, CO: Center for Teaching International Relations; ED422257 Ronald S. Byrnes, (1993) *Exploring the Developing World: Life in Africa & Latin America*. Denver Univ., CO: Center for Teaching International Relations; ED390731 Reinhold Steinbeck, (1993) *Nationalism and Identity in a European Context. A Curriculum Unit for History and Social Studies Recommended for Grades 9-Community College*. Stanford Univ., CA: Stanford Program on International and Cross Cultural Education.

*ED388165. *Educating Americans for a World in Flux: Ten Ground Rules for Internationalizing Higher Education* (1995) Commission on Higher Education.

BEST COPY AVAILABLE

I. Overview of Global Education

International and global education

Kirkwood, Toni Fuss. Our global age requires global education: Clarifying definitional ambiguities. The Social Studies v. 92 no. 1 2000.

Quashigah, A. Yao and Wilson, Angene. A cross-national conversation about teaching from a global perspective: Issues of culture and power. Theory into Practice, Vol. XL, no.1, 2001.

EJ607598
Selby,-David; Pike,-Graham
Global Education: Relevant Learning for tne Twenty-First Century.
Convergence-; v33 n1-2 p138-49 2000
ABSTRACT: Presents four dimensions of a model of global education: inner, temporal, spatial, and issues related. Outlines key ideas, knowledge, skills, and attitudes for each dimension. Describes learning and teaching in the global classroom. (SK)
DESCRIPTORS: *Global-Education; *Holistic-Approach; *Individual-Development; *Relevance-Education; Cognitive-Style; Models-

EJ600519
Parker, Walter C.; Ninomiya, Akira; Cogan, John
Educating World Citizens: Toward Multinational Curriculum Development.
American Educational Research Journal; v36 n2 p117-45 Sum 1999
ABSTRACT: Used Cultural Futures Delphi procedures to interview and survey a multinational panel of 182 scholars, practitioners, and policy leaders from 9 countries to develop a curriculum geared to the development of world citizens prepared to deal with global crises and trends identified by the panel. Outlines the curriculum. (SLD)
DESCRIPTORS: *Citizenship Education; Cultural Awareness; *Curriculum Development; Delphi Technique; Foreign Countries; *Futures (of Society); *Global Approach; International Education; *Multicultural Education; Speech Communication; Trend Analysis

EJ578552
Collins,-H.-Thomas; Czarra,-Frederick-R.; Smith,-Andrew-F.
Guidelines for Global and International Studies Education: Challenges, Cultures, and Connections.
Social-Education; v62 n5 p311-17 Sep 1998
ABSTRACT: Argues that the high public interest in contemporary international issues has opened a window of opportunity for effecting change in the national global-studies curriculum. Develops guidelines that summarize what concerned scholars and educators recommend as the international dimension of education for K-12 students. Includes an extensive topical bibliography. (DSK)
DESCRIPTORS: *Curriculum-Development; *Global-Education; *International-Relations Academic-Standards; Bibliographies-; Curriculum-Design; Elementary-Secondary-Education; History-Instruction; Multicultural-Education; National-Programs; Social-Studies

EJ609018
Pike,-Graham
Global Education and National Identity: In Pursuit of Meaning.
Theory-into-Practice; v39 n2 p64-73 Spr 2000
ABSTRACT: Suggests that the influence of national culture on dominant characterizations of global education may be at odds with a movement that attempts to portray the borderlessness of today's world. The article discusses common threads and national distinctiveness in perceptions of global education, examines the derivation of meaning in global education, and presents a framework of influence for global education. (SM)
DESCRIPTORS: *Global-Education; Cultural-Differences; Elementary-Secondary-Education; Foreign-Countries

EJ608978
Sutton,-Margaret
Global Education and National Interest: The Last Fifty Years.
International-Journal-of-Social-Education; v13 n2 p6-28 Fall-Win 1998-1999
ABSTRACT: Analyzes the history of global and international education in the social studies in relation to the changes in the U.S. political culture from the end of World War II to the end of the 20th century. Demonstrates that integrating global and international education into the curriculum has always generated opposition. (CMK)
DESCRIPTORS: *Educational-History; *Global-Education; *International-Education; *Knowledge-Level; *Social-Change; Cultural-Influences; Educational-Change; Elementary-Secondary-Education; Political-Issues; Social-Studies; United-States-History

EJ609019
Holden,-Cathie
Learning for Democracy: From World Studies to Global Citizenship.
Theory-into-Practice; v39 n2 p74-80 Spr 2000
ABSTRACT: Identifies the origins, impact, and legacy of the global education movement in the United Kingdom, arguing that while many of the movements associated with (and subsumed within) global education may not appear to be central to current educational policies, the methods and focus of much of the work is still evident and has resurfaced in current initiatives on citizenship education. (SM)
DESCRIPTORS: *Citizenship-Education; *Global-Education; Democracy-; Elementary-Secondary-Education; Foreign-Countries

ED429919
Bjerstedt,-Ake
"International Understanding," "Global Perspectives" and "World Citizen Responsibility" as Educational Objectives: Examples of Publications. Peace Education Miniprints No. 96.
School of Education, Malmo (Sweden).
1998
Lund University, Malmo School of Education, Box 23501, S-200 45, Malmo, Sweden.
EDRS Price MF01/PC01 Plus Postage.
http://orders.edrs.com/members/sp.cfm?AN=ED429919
ABSTRACT: Books, articles, and reports relevant to peace education are heterogeneous in kind and have been published in a broad range of sources. This booklet considers books and articles that do not focus on terms such as, "peace education," but that deal with partly related goals and methods utilizing terms such as, "international understanding," "internationalization," "global perspectives," and "world citizen responsibility." Titles of documents are given in the booklet in their original language. If the original language is English, French, or German, no translations are provided. In the case of other original languages, a translation of the title into English is added in square brackets. The booklet cites more than 140 documents. (BT)
DESCRIPTORS: *Educational-Objectives; *Global-Approach; *Global-Education; *International-Communication; *Peace-; *Responsibility-; Foreign-Countries; Higher-Education; International-Cooperation; World-Affairs

EJ568473
Hendrix,-James-C.
Globalizing the Curriculum.
Clearing-House; v71 n5 p305-08 May-Jun 1998
ABSTRACT: Discusses the background of global education; the development of a philosophy and realistic goals and objectives for global education; the issues that should be components of global education; and assessment of student progress in that field. (SR)
DESCRIPTORS: *Global-Education; Educational-Objectives; Educational-Philosophy; Secondary-Education; Student-Evaluation

EJ549894
Nelson,-J.
Global Connections: Infusing a Global Perspective into Our Schools.
Social-Studies-Journal; v26 n p52-57 Spr 1997
ABSTRACT: Defines global education as learning about those problems and issues that cut across national boundaries and the interconnectedness of systems—ecological, economic, cultural, political, and technological. Briefly reviews some of the issues and approaches of global education. Includes a list of 11 suggestions for creating global awareness in schools. (MJP)
DESCRIPTORS: *Consciousness-Raising; *Curriculum-Development; *Environmental-Education; *Global-Education; *International-Relations; Cultural-Pluralism; Educational-Trends; Elementary-Secondary-Education; Global-Approach; Interdisciplinary-Approach; Learning-Activities; Social-Studies; Systems-Approach; Teaching-Methods; Thematic-Approach

EJ424416
Tye,-Kenneth-A.; Kniep,-Willard-M.
Global Education around the World.
Educational-Leadership; v48 n7 p47-49 Apr 1991.
ABSTRACT: Some American educators think global education is a national movement originating within the U.S. To dispel this notion, this article describes programs and networks in Australia, Sweden, and European countries. An international survey will examine what educators in various nations are doing to globalize their curricula. (nine references) (MLH)
DESCRIPTORS: *Cultural-Differences; *Curriculum-Development; *Global-Approach; *International-Education; *Networks-; Elementary-Secondary-Education; Foreign-Countries

ED326970
Tye,-Kenneth-A., ed.
Global Education: From Thought to Action. The 1991 ASCD Yearbook.
Association for Supervision and Curriculum Development, Alexandria, VA.
1990
Availability: Publication Sales, Association for Supervision and Curriculum Development, 1250 N. Pitt Street, Alexandria, VA 22314 (Stock No. Y1900; $19.95).
EDRS Price: EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
ABSTRACT: Viewed as a social movement for change, the global education movement calls for the infusion of a global perspective into all curriculum areas. Two assumptions of global education include the view of the individual

school as the optimal unit for change efforts, and the importance of local teacher and school action for lasting school improvement. This yearbook defines global education, explains its importance, describes it implementation, and demonstrates its uses for school improvement. The first part examines the context of schooling in which a global perspective can be developed, and the second part is directed toward issues of practice. In chapter 1, Lee F. Anderson develops an argument for global studies in the schools. Barbara Benham Tye delineates the problems inherent in changing school curriculum in chapter 2. The last chapter of this section by Steven L. Lamy presents a framework for understanding extremist ultraconservative attacks on global education. In the next chapter, James Becker links global education to citizenship education. Jane A. Boston discusses educational leadership in global education in chapter 5. Ida Urso examines the role of teachers in chapter 6 and uses qualitative data to show how global education can promote cross-cultural understanding and be a renewing force for teachers. In chapter 7, Jan L. Tucker explores the complex problem of creating educational collaborations between schools and universities. Charlotte C. Anderson documents many ways in which global education involves schools and students with their communities in chapter 8. In chapter 9, Toni Fuss Kirkwood uses personal experience to show how and why global education has become a successful vehicle for school improvement. The conclusion, by Kenneth A. Tye, explores themes gathered in a Center for Human Interdependence (CIH) field study of bringing a global perspective to school curricula. Chapters include references. (LMI)
DESCRIPTORS: *Global-Approach; *Multicultural-Education; *Social-Studies; Cross-Cultural-Studies; Curriculum-Development; Educational-Change; Educational-Improvement; Elementary-Secondary-Education; International-Education; International-Relations; Theory-Practice-Relationship

EJ269219
An Attainable Global Perspective.
Hanvey, Robert G.
Theory into Practice; v21 n3 p162-67 Sum 1982
ABSTRACT: Five dimensions of a global perspective are identified: (1) perspective consciousness; (2) "state of the planet" awareness; (3) cross-cultural awareness; (4) knowledge of global dynamics; and (5) awareness of choices. The development of a global perspective will illuminate linkages among events. (PP)
DESCRIPTORS: *Cultural Awareness; *Cultural Interrelationships; *Decision Making; *Educational Needs; Elementary Secondary Education; Futures (of Society); *Global Approach; Social Change; *Student Attitudes; World Problems

ED229319
Improving International Understanding in Elementary and Secondary Schools: A Study of Six Projects.
Becker, James
1982
ABSTRACT: Six global education projects funded under (or with purposes similar to) Title III of the Elementary and Secondary Education Act are evaluated. The projects are: A Model for the Dissemination of Multicultural Perspectives for Midwestern Public Schools (Illinois), Citizen Education for Cultural Understanding (Ohio), Kentucky Model for Citizenship Education Project, International Community Workshop (Minnesota), Project Enrichment (Iowa), and the School of Global Education (Michigan). Major data collection occurred during site visits in which project staff, direct and indirect clients, and persons acting as links with organizations were interviewed. The major portion of the document contains evaluations of individual projects. However, a summary of the entire project reveals that a variety of definitions and approaches to global education exist, a lack of a well-coordinated national effort is apparent, effective leadership accounts for the success of a program, materials come from a wide variety of sources, and inservice education is a popular strategy. Also, project success depends on the capacity of leaders to operate within the constraints and support of an institutional setting, dedication to the project, sensitivity to the culture of the school, contacts with similar projects, and willingness to attend to the political and personality factors impinging on the project. (KC)
DESCRIPTORS: Case Studies; *Citizenship Education; *Community Education; *Cultural Awareness; Elementary Secondary Education; Federal Aid; *Global Approach; Information Dissemination; Inservice Education; *Multicultural Education; Program Descriptions; Program Effectiveness; Program Evaluation

EJ269218
Why Should American Education Be Globalized? It's a Nonsensical Question.
Anderson, Lee F.
Theory into Practice; v21 n3 p155-61 Sum 1982
ABSTRACT: Long-term globalization of the world's social structure, the decline of Western dominance of that structure, and the loss of American hegemony within the world necessitate globalization of American education. Americans will need foreign languages, cross-cultural awareness, and an understanding of world history, sociology, and geography. (PP)

Recent Trends in Global/International Education

An ERIC Digest by Paul Haakenson

October 1994

Swiftly changing global realities are affecting classrooms in virtually all parts of the United States, and increased efforts are needed to help students make sense of the global age. Today's young people are exposed to images from around the world through media and the entertainment industry as never before. Global linkages are increasingly visible to the general public through environmental issues, telecommunications networks, and international trade. These developments contribute to intercultural understanding, and misunderstanding, within nations and across the globe, and point toward the need to help students navigate this sea of information.

For over 25 years, the field of global/international education has attempted to develop a rationale and resources to support educators who make explorations of the world and its peoples a part of their curriculum. Many educators have written that in order to be fully prepared for the complexities of the 21st century, young people should be imbued with a global perspective. Attaining this world view may involve several approaches, including the study of cultures, languages, international issues, responsible citizenship in an interdependent world, and global connections within local communities. The literature on global/international education offers strong models and substantial resources for practitioners. The following trends reveal sources of continued growth and support for global/international education.

Not Just for High Schools Anymore

While the initial interest in teaching for global awareness at the high school level has continued, there appears to be an increased movement toward expanding the international components at the elementary and middle school levels. There are numerous articles outlining rationales, activities, and approaches to including global issues in elementary curricula (Angell and Avery 1992). An important addition is the Association for Supervision and Curriculum Development (ASCD) Global Education Framework. The framework is being piloted in 14 elementary schools throughout the U.S., with one in the Netherlands, and is a significant contribution to the field. There are also substantive efforts to support the internationalization of community colleges and universities, through increased student/faculty exchange, international student recruitment, involvement in overseas development, and professional training for staff and faculty.

Standards

A major effort is underway to develop standards for global/international education. It is headed by the Council of Chief State School Officers, the Elliot School of International Affairs of The George Washington University, and the American Forum for Global Education. These standards offer a perspective on what America's youth need to learn about the world, including content areas, skill competencies, and attitudes. They are designed to facilitate the integration of a global/international perspective into existing curricula. The ultimate effect these standards will have on classroom instruction has been debated, but their existence will contribute much to the on-going dialogue about priorities of teaching and learning in schools. For a preliminary report on the standards and placement on the mailing list, contact Fred Czarra at The Council of Chief State School Officers (CCSSO), One Massachusetts Ave., NW, Washington DC 20001-1431, 202/408-5505.

Projects in Progress

A number of promising global/international education projects are underway. Global Involvement, Inc. is directing a project to develop materials and staff development programs for international studies in major cities of two regions: 1) Chicago, Indianapolis, Milwaukee and 2) New York City, Trenton, and Philadelphia. Through their Education 2000 project, the American Forum for Global Education seeks to create and implement a curriculum design in six communities focused on our interconnected world. The International Education Consortium has developed curricula and staff development models with a humanities approach to global studies, as well as a nonwestern literature project. The Stanford Program on International and Cross-Cultural Education (SPICE) is carrying out research on assessments of global education programs nationwide. The National Council for the Social Studies (NCSS) is a strong advocate of global studies, particularly through its International Activities Committee. The National Association of Elementary School Principals (NAESP) and the National Middle School Association (NMSA) offer mini-grants to schools for global/international education projects. The Alberta Global Education Project in Canada is an important source of information on new resources and current thinking in the field.

Teacher Education

There has been increased attention to infusion of a global perspective in teacher preparation programs (Merryfield 1992; Tucker and Cistone 1991). The Global Awareness Project of Florida International University carries out preservice and inservice teacher education on global/international studies, as well as successful community and school-university partnerships in this field of education. The Professional Development Schools project of The Ohio State University seeks to combine pre- and in-service education by linking student teachers with internationally-minded teachers in the schools. Several other teacher education programs have also developed a strong global component. Teacher preparation with an emphasis on teaching for a global perspective is becoming a vital and effective means to the advancement of global/international education.

State Efforts

Efforts to promote global/international education at the state level are less clear, though several states have been more active than others. The California International Studies Project based at Stanford University is a statewide attempt to provide international studies centers around the state for curriculum and staff development. Wisconsin has extended its international education efforts through state legislation, new programs, teacher institutes, and a well-received guide to curriculum planning in global studies. Also, Minnesota has articulated its model learner outcomes for international education. In recent years, ASCD has identified a Global Commissioner from each state to assist them in several projects. Further information on state-level activities, publications, and reports can be gained through Fred Czarra at CCSSO.

Telecommunications

One of the most exciting new directions in global/international education is the vast array of computer networking resources. The International Education and Resource Network (I*EARN) is a non-profit international telecommunications network of primary and secondary schools in 21 countries, through which students work collaboratively on projects to make a meaningful difference in the world. The Institute for Global Communications (IGC) provides computer networking tools for international communications and information exchange, including EcoNet, PeaceNet, and ConflictNet. There are numerous other projects which engage students from different countries in electronic mail exchanges, simulations of foreign policy negotiations, or discussions of works of literature as a point of departure toward understanding cultural similarities and differences.

Essential Resources

These resources and references will help educators interested in exploring global/international education gain a sense of what is available and how practitioners structure learning activities around these concepts in the classroom.

- An annotated bibliography for elementary and secondary teachers on global education is available through John Cogan, Curriculum & Instruction, University of Minnesota, Minneapolis, MN 55455, 612/625-1896. It includes general, implementation, research, and organizational references.

- The American Forum for Global Education holds annual conferences and produces quality resources, including their monthly newsletter "ACCESS" and a Global Resource Book. The Forum is also a part of the International Network for Global Education (INGE), which serves to promote teaching about global issues in schools and colleges throughout the world. Contact: 120 Wall Street, Suite 2600, New York, NY 10005, 212/742-8232.

- For more on ASCD initiatives, contact: ASCD Field Services, 1250 N. Pitt St., Alexandria, VA 22314-1453, 703/549-9110.

Addresses for Global Commissioners in each state and the 14 pilot schools are available from the ASCD Global Education Network, which also offers current information on global/international education projects and resources through their newsletter "Global Connection" and occasional papers. Contact: ASCD Global Education Network, c/o Briggs Elementary, 400 W. Quarry, Maquoketa, IA 52060.

- SPICE develops current curricular units and resources to assist K-12 teachers. Contact: SPICE, 300 Littlefield Center, Room 14, Stanford University, Stanford, CA 94305-5013, 800/578-1114.

References and ERIC Resources

The following list includes references used to prepare this Digest. The items followed by an ED number are available in microfiche and/or paper copies from the ERIC Document Reproduction Service (EDRS). For information about prices, contact EDRS, 7420 Fullerton Road, Suite 110, Springfield, Virginia, 22153-2842; telephone numbers are (703) 440-1400 and (800) 443-3742. Entries followed by an EJ number, announced monthly in the CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE), are not available through EDRS. However, they can be located in the journal section of most larger libraries by using the bibliographic information provided, requested through Interlibrary Loan, or ordered from the UMI reprint service.

Angell, Ann, and Patricia Avery. "Examining Global Issues in the Elementary Classroom." SOCIAL STUDIES 83 (May/June 1992):113-117. EJ 458 401.

Becker, James, ed. SCHOOLING FOR A GLOBAL AGE. New York: McGraw-Hill, 1979. ED 116 126.

Hanvey, Robert. "An Attainable Global Perspective." THEORY INTO PRACTICE 21 (Summer 1982):162-167. EJ 269 219.

Hartoonian, H. Michael, and Hilary Stock. A GUIDE TO CURRICULUM PLANNING IN GLOBAL STUDIES. Madison, WI: Wisconsin State Department of Public Instruction, 1992. ED 356 176.

Merryfield, Merry. "Preparing Social Studies Teachers for the Twenty-First Century: Perspectives on Program Effectiveness From a Study of Six Exemplary Teacher Education Programs in Global Education." THEORY AND RESEARCH IN SOCIAL STUDIES 20 (Winter 1992):17-26. EJ 450 763.

Merryfield, Merry, ed. THEORY INTO PRACTICE 32 (Winter 1993). This entire issue is devoted to the topic: Teacher Education in Global Perspectives.

Remy, Richard, and Robert Woyach, eds. APPROACHES TO WORLD STUDIES: A HANDBOOK FOR CURRICULUM PLANNERS. Boston: Allyn & Bacon, 1989.

Tucker, Jan, and Peter Cistone. "Global Perspectives for Teachers: An Urgent Priority." JOURNAL OF TEACHER EDUCATION 42 (January/February 1991):3-10. EJ 429 348.

Tye, Kenneth, ed. GLOBAL EDUCATION: FROM THOUGHT TO ACTION. Alexandria, VA: ASCD, 1990. ED 326 970.

DESCRIPTORS: Curriculum Development, Elementary Secondary Education, Higher Education, International Education, Multicultural Education, Resource Materials, Social Studies, Teacher Education
IDENTIFIERS: ERIC Digests, Global Education

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Available From: ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408.

Global and multicultural education

EJ612181
Ukpokodu,-Nelly
Multiculturalism vs. Globalism.
Social-Education; v63 n5 p298-300 Sep 1999
ABSTRACT: Addresses the error of treating multiculturalism and globalism as the same concept. Considers the boundaries and shared purposes of multiculturalism and globalism. Defines the former as using multiple perspectives that reflect the diversity within a society and the latter as developing students' understanding of peoples and cultures of other lands. (CMK)
DESCRIPTORS: *Educational-Practices; *Global-Education; *Multicultural-Education; *Role-of-Education; Citizenship-; Cultural-Pluralism; Educational-Change; Educational-Principles; Elementary-Secondary-Education; Social-Studies

EJ609020
Calder,-Margaret
A Concern for Justice: Teaching Using a Global Perspective in the Classroom.
Theory-into-Practice; v39 n2 p81-87 Spr 2000
ABSTRACT: Discusses the importance of global education for teaching children regional and global responsibility in today's complex world, examining: global education in Australia; learning and teaching processes to facilitate global education; influencing students' cultural perspectives; and tackling racial injustice in Australian schools. Global education makes sense for teachers, since its inherent values are core values for life in a democratic society. (SM)
DESCRIPTORS: *Global-Education; *Justice-; *Racial-Bias; Cultural-Awareness; Elementary-Secondary-Education; Equal-Education; Foreign-Countries; Racial-Discrimination; Teaching-Methods

EJ578541
Begler,-Elsie
Global Cultures: The First Steps toward Understanding.
Social-Education; v62 n5 p272-75 Sep 1998
ABSTRACT: Argues that misconceptions about culture, and the vastness of the topic make teaching global cultures difficult. Presents a general model for visually organizing concepts associated with culture that can be used in the classroom. Includes a lesson plan on how cultural perspectives can affect the definition and use of resources. (DSK)
DESCRIPTORS: *Culture-; *Global-Education; *Multicultural-Education; *Visual-Aids Diagrams-; Elementary-Secondary-Education; Instructional-Materials; Lesson-Plans; Models-; Social-Studies

EJ578507
Herring,-Ron; Weil,-Jonathan
The Contemporary World History Project for Culturally Diverse Students.
Social-Studies-Review; v38 n1 p34-36 Fall-Win 1998
ABSTRACT: Describes the Contemporary World History Project (CWHP), a year-long, two-part program that integrates the study of world problems within a traditional world history curriculum. Outlines the two parts, historical background and a simulation, and the objectives fulfilled by CWHP. Notes the variety of project topics available to teachers. (DSK)
DESCRIPTORS: *Current-Events; *Global-Education; *History-Instruction Curriculum-Development; Elementary-Secondary-Education; Experiential-Learning; Multicultural-Education; Political-Science; Simulation-; Social-Studies

EJ572625
Scott,-Thomas-J.
Thai Exchange Students' Encounters with Ethnocentrism: Developing a Response for the Secondary Global Education Curriculum.
Social-Studies; v89 n4 p177-81 Jul-Aug 1998
ABSTRACT: Reports that previous research showed that many individuals are ethnocentric and lack global awareness. Provides an overview of theories related to ethnocentrism; presents data illustrating attitudes experienced by Thai exchange students in the United States; and introduces a pedagogical approach to global education that minimizes ethnocentrism and enhances global awareness. (DSK)
DESCRIPTORS: *Curriculum-Development; *Ethnocentrism-; *Foreign-Students; *Global-Education; *Multicultural-Education; Ethnic-Bias; Ethnic-Relations; Foreign-Countries; Secondary-Education; Social-Studies; Student-Exchange-Programs

ED405301
McFadden,-John; and-others
Multicultural & Global/International Education: Guidelines for Programs in Teacher Education.
American Association of Colleges for Teacher Education, Washington, DC.
1997
AVAILABLE FROM: AACTE Publications, One Dupont Circle, N.W., Suite 610, Washington, DC 20036-1186; e-mail: nnc@aacte.nche.edu ($15 for members, $18 for nonmembers, plus $5 shipping and handling).
EDRS Price: MF01/PC01 Plus Postage.
http://orders.edrs.com/members/sp.cfm?AN=ED405301
ABSTRACT: Multicultural education strives to value and respect the uniqueness of persons within a common human community. It expresses the democratic ideals of equality, of unity within diversity, and of justice for all, free of any racial, gender, or social class discrimination. This six-part document explores multicultural and international edu-

cation in the context of teacher education programs. Part 1 explains multicultural education and examines considerations in educating teachers in multicultural education. Part 2 looks at global/international education and considerations for teacher education. Part 3 focuses on tensions or conflicts between multicultural education and global/international education. Part 4 explores commonalities and connections between multicultural education and global/international education. Part 5 outlines recommendations, including: providing teachers with cross-cultural experiences and reflection, recognizing that multicultural and global and international education involve an ongoing learning process; and working with colleagues across the fields of multicultural education and global and international education. Part 6 provides a list of references and resources on multicultural education and global/international education, and on making connections between multicultural education and global/international education. (Contains 65 references.) (ND)
DESCRIPTORS: *Cultural-Awareness; *Global-Education; *International-Education; *Multicultural-Education; *Preservice-Teacher-Education; Cross-Cultural-Studies; Cross-Cultural-Training; Elementary-Secondary-Education; Higher-Education; Intercultural-Programs; Resource-Materials

ED394968
Merryfield,-Merry-M., ed.
Making Connections between Multicultural and Global Education: Teacher Educators and Teacher Education Programs.
American Association of Colleges for Teacher Education, Washington, DC.
1996
AVAILABLE FROM: AACTE Publications, One Dupont Circle, Suite 610, Washington, DC 20036-1186 ($20 members, $25 nonmembers, plus $5 shipping and handling).
EDRS Price: MF01/PC11 Plus Postage.
http://orders.edrs.com/members/sp.cfm?AN=ED394968
ABSTRACT: This publication is the product of an ongoing study of how teacher educators in the United States and Canada are bridging the gap between multicultural and global education to prepare teachers for diversity, equity, and interconnectedness in the local community, the nation, and the world. The first part of the book is an essay that synthesizes data collected from 77 teacher educators to investigate how they were making connections between multicultural and global education and the advice these teacher educators have for others who may be looking for new programmatic approaches, pedagogies, or resources that can help in making such connections or in strengthening ongoing initiatives. The second part of the book is a collection of profiles written by the teacher educators about their lives and work in multicultural and global education. These teacher educators were nominated by American Association of Colleges for Teacher Education member institutions and leaders in multicultural and global education as exemplary in the ways in which they are intentionally making connections between multicultural and global education. The profiles provide information on the background of each of the teacher educators, their conceptualizations of multicultural and global education, lessons they have learned, their recommendations, and resources they are willing to share. The profiles also illustrate efforts in teacher education programs, courses, special projects, professional development schools, research, writing, and curriculum development. Part 3 is an annotated list of publications and electronic listservs to provide an orientation to resources useful in making connections between the two fields. The appendix describes the methods and documents used for the study. (ND)
DESCRIPTORS: *Cultural-Pluralism; *Global-Education; *Interdisciplinary-Approach; *Multicultural-Education; *Teacher-Education-Programs; *Teacher-Educators Case-Studies; Curriculum-Development; Elementary-Secondary-Education; Faculty-Development; Foreign-Countries; Higher-Education; Profiles-; Program-Implementation; Teacher-Characteristics

EJ531611
Fiero,-Gloria-K.
GLOBAL HUMANITIES: Pedagogy or Politics.
Interdisciplinary-Humanities; v13 n1 p5-11 Win 1996
ABSTRACT: Conceptualizes a new vision of multicultural education going beyond the piecemeal inclusion of previously underrepresented cultures. Global humanities emphasizes the interactivity and interdependence inherent in cross-cultural interrelationships. Briefly discusses the scholarship of Janet Abu-Lughod and its antecedents. (MJP)
DESCRIPTORS: *Cultural-Pluralism; *Educational-Objectives; *Global-Approach; *Global-Education; *Humanities-; *Multicultural-Education; Controversial-Issues-Course-Content; Educational-Philosophy; Educational-Theories; Higher-Education; Historiography-; Humanistic-Education; Intellectual-Disciplines; Non-Western-Civilization; Politics-of-Education; Scholarship-; Social-Theories

EJ482373
Renyi,-Judith; Lubeck,-Dennis-R.
A Response to the NCSS Guidelines on Multicultural Education.
Social-Education; v58 n1 p4-6 Jan 1994
ABSTRACT: Responds to the revised National Council for the Social Studies Guidelines on Multicultura. Education. Maintains that the guidelines contribute the common misunderstanding about the relationship between multicultural and international education. Argues that the arts and humanities must be a part of effective multicultural education. (CFR)
DESCRIPTORS: *Educational-Objectives; *Humanities-; *International-Education; *Multicultural-Education; Aesthetic-Values; Art-; Art-Education; Citizenship-Education; Cultural-Pluralism; Elementary-Secondary-Education; Global-Approach; Humanities-Instruction; Social-Studies

II. Institutionalizing Global Education

Global education and school change

ED442679
Tye,-Barbara-Benham; Tye,-Kenneth-A.
Global Education: A Study of School Change.
1999
Interdependence Press, 435 North Harwood Street, Orange, CA 92866 ($19.95). Tel: 714-744-2821; Fax: 714-744-5765.
Introduction by Lee F. Anderson. First published by State University of New York, 1992.
Document Not Available from EDRS.
ABSTRACT: This book studies the role of the global education movement and its impact on educational change and reform. The volume discusses the importance of global education and considers the following topics: the influence of research on practice; global education as a social movement; meaning and activity; competing demands and the use of time in schools; the uniqueness of the single school; the role of the principal; interventionists; and what it takes to create a global school. The book outlines recommendations for further research and provides an extensive appendix that includes forms that can be used to develop a global school. The chapter titles are: (1) "Setting the Stage"; (2) "Research as Reflection on Practice"; (3) "Global Education as a Social Movement"; (4) "Meaning and Activity"; (5) "Competing Demands and the Use of Time in Schools"; (6) "The Uniqueness of the Single School"; (7) "The Pivotal Role of the Principal; (8) "The Interventionists"; and (9) "What 'Does' It Take To Globalize the Curriculum of a School?" Contains four appendices and an index. (RJC)
DESCRIPTORS: *Educational-Change; *Global-Education; *School-Culture; Cross-Cultural-Studies; Educational-Development; Educational-History; Educational-Improvement; Educational-Innovation; Elementary-Secondary-Education; School-Organization; Social-Studies

EJ565773
Tye,-Barbara-B.; Tye,-Kenneth-A.
Global Education as a Strategy for School Improvement.
Social-Studies-Review; v37 n2 p9-12 Spr-Sum 1998
ABSTRACT: Outlines the processes, and some of the obstacles encountered in promoting global education within the schools. Identifies the most prominent obstacle as competing demands for time and resources. Maintains that teachers and principals must take the lead in integrating global education into their local curriculum. (MJP)
DESCRIPTORS: *Change-Strategies; *Curriculum-Development; *Educational-Administration; *Educational-Improvement; *Educational-Strategies; *Global-Education Educational-Change; Educational-Quality; Educational-Trends; Elementary-Secondary-Education; Global-Approach; Multicultural-Education; Social-Studies

EJ608977
Mehlinger,-Howard-D.
Six Degrees of Separation: School Reform and Global Education in Russia and the United States.
International-Journal-of-Social-Education; v13 n2 p1-5 Fall-Win 1998-1999
NOTE: This article acts as background information for this issue of "The International Journal of Social Education."
ABSTRACT: Discusses the development of the partnership between Indiana University (Bloomington) and Ryazan State Pedagogical University (Russia) in March 1994 that is funded by the United States Information Agency. Reports that the areas of activity include global education, university administration, the library, research training, and continuing education. (CMK)
DESCRIPTORS: *Educational-Change; *Global-Education; *International-Programs; *Partnerships-in-Education; *Program-Content; Educational-Planning; Financial-Support; Foreign-Countries; Higher-Education; Program-Development; Social-Studies

EJ609023
Asano,-Makoto
School Reform, Human Rights, and Global Education.
Theory-into-Practice; v39 n2 p104-10 Spr 2000
ABSTRACT: Discusses school reform in Japan, examining issues of school organization and regulation, curriculum development, and parent-teacher-student relationships and participation from two perspectives: human rights and global education. The relevant issues are explored under five dimensions: student self-government, interpersonal relationships, student self-esteem and view of the future, participatory decision making, and teaching and learning methods. (SM)
DESCRIPTORS: *Civil-Liberties; *Educational-Change; *Global-Education; Elementary-Secondary-Education; Foreign-Countries; Interpersonal-Relationship; Participative-Decision-Making; Self-Determination; Self-Esteem; Student-Participation; Students-; Teaching-Methods

EJ609022
Hasan,-Omar-El-Sheikh
Improving the Quality of Learning: Global Education as a Vehicle for School Reform.
Theory-into-Practice; v39 n2 p97-103 Spr 2000
ABSTRACT: Describes how global education has been used in Jordan to reform the school curriculum and develop teacher expertise. The article examines learning activities introduced to the school curriculum through the vehicle of global education and analyzes how global education has stimulated teacher change and promoted the pedagogical development of teachers. (SM)
DESCRIPTORS: *Curriculum-Development; *Educational-Change; *Educational-Quality; *Global-Education; Elementary-Secondary-Education; Faculty-Development; Foreign-Countries; Learning-Activities

EJ609021
Selby,-David
A DARKER SHADE OF GREEN: The Importance of Ecological Thinking in Global Education and School Reform.
Theory-into-Practice; v39 n2 p88-96 Spr 2000
ABSTRACT: Examines the need for ecological thinking in global education reform, describing biocentric global education and discussing the importance of disciplinary convergence in biocentric global education. After explaining ecological school reform, the paper describes the Ontario Green Schools Project, which emphasized six areas (curriculum, school ground naturalization, telecommunications, school plant, school ethos, and community). Two urban K-8 school projects are described. (SM)
DESCRIPTORS: *Ecology-; *Educational-Change; *Global-Education; Elementary-Secondary-Education; Environmental-Education; Foreign-Countries

EJ565774
Begler,-Elsie
Visualizing the Vision.
Social-Studies-Review; v37 n2 p13-14 Spr-Sum 1998
ABSTRACTS: Presents a lesson plan that is designed to engage school staff in thinking about, developing, and sharing their conception of what it means to be a "global school." Staff is divided into small groups with an emphasis on diversity. These groups then discuss and draw illustrations of global school models. (MJP)
DESCRIPTORS: *Educational-Administration; *Educational-Development; *Educational-Planning; *Global-Education; *Program-Development; *Staff-Development Adult-Education; Cross-Cultural-Studies; Cultural-Awareness; Cultural-Pluralism; Multicultural-Education; School-Culture; Social-Studies; World-Affairs

EJ608984
Mason,-Terrence-C.; Kruchkov,-Victor; Kilbane,-James
United States and Russian Teachers' Perspectives on the Integrated Curriculum in Global Education.
International-Journal-of-Social-Education; v13 n2 p89-104 Fall-Win 1998-1999
ABSTRACT: Investigates how groups of teachers in the United States and Russia conceptualize global education and the role of an integrated curriculum within it. Addresses the various teaching practices that evolve from the teachers' understanding of global education and integrating the curriculum and the effect their ideas have on school reform. (CMK)
DESCRIPTORS: *Comparative-Education; *Educational-Change; *Educational-Innovation; *Global-Education; *Integrated-Curriculum; *Teacher-Attitudes; Constructivism-Learning; Elementary-Secondary-Education; Foreign-Countries; National-Standards

EJ608983
Kolker,-Jacob-M.; Ustinova,-Helen-S.; McEneaney,-John-E.
School-University Partnerships for Global Education: Toward a Model for Educational Reform.
International-Journal-of-Social-Education; v13 n2 p77-88 Fall-Win 1998-1999
ABSTRACT: Focuses on the vision of global education implemented by educators from the Ryazan State Pedagogical University and their Russian Center for Global Education. Addresses a definition of global education, the importance of school-university partnerships, the process of integrating the curriculum to teach global education, and training strategies in preservice and inservice education. (CMK)
DESCRIPTORS: *Global-Education; *Inservice-Teacher-Education; *Integrated-Curriculum; *Partnerships-in-Education; *Preservice-Teacher-Education; Educational-Strategies; Elementary-Secondary-Education; Foreign-Countries; Relevance-Education; Social-Studies; Universities-

EJ549997
Byrnes,-Ronald-S.
Global Education's Promise: Reinvigorating Classroom Life in a Changing, Interconnected World.
Theory-into-Practice; v36 n2 p95-101 Spr 1997
Theme issue title: "Exploring the Margins: Lessons from Alternative Schools."
ABSTRACT: Highlights promising practices in global education (the tendency of global educators to emphasize interdisciplinary concepts, to model inquisitiveness and skepticism, and to stress participatory learning). The promising practices are examined in the context of classroom life at the Shoreline Foreign Language/International Studies magnet school (a pseudonym). (SM)
DESCRIPTORS: *Critical-Thinking; *Global-Education; *Interdisciplinary-Approach; *Magnet-Schools; *Nontraditional-Education; *Student-Participation Educational-Innovation; Elementary-Secondary-Education; Inquiry-; Learning-Strategies; Teacher-Student-Relationship

ED400624
Wishnietsky,-Dan-H.
Brooks Global Studies Extended-Year Magnet School. Profiles of Excellence.
Phi Delta Kappa Educational Foundation, Bloomington, IN.
1996
Phi Delta Kappa, Order Dept., P.O. Box 789, Bloomington, IN 47402-0789 ($8 plus $3 processing fee).
Document Not Available from EDRS.
ABSTRACT: Extending the school year and incorporating global education into the curriculum are two educational innovations that have developed in response to demand for improved educational quality. This handbook profiles how educators and parents in Greensboro, North Carolina, planned Brooks Magnet School and implemented its 210-day, year-round calendar, and global curriculum supported by emerging technologies. The handbook describes program implementation, activities, community resources, and outcomes. The school featured the use of educational technology, such as CD-Rom databases, to carry out global-classroom projects. The results exemplify the basics of good teaching. Students are involved with issues they regard as vital; with explanations of human differences; with the technology of information access; in planning areas of study; in applying ideals of fairness, equity, and justice; in real-life experiences; in heterogeneous groups; and in reflecting on their own lives and beliefs. A list of resources—organizations, CD-Roms, and World Wide Web URLs—is included. (LMI)
DESCRIPTORS: *Educational-Technology; *Extended-School-Year; *Global-Education; *Magnet-Schools; Elementary-Education; Multicultural-Education; Nontraditional-Education; Relevance-Education; School-Schedules; Student-Participation; Student-Projects

ED387083
Cummins,-Jim; Sayers,-Dennis
Brave New Schools: Challenging Cultural Illiteracy through Global Learning Networks.
1995
St. Martin's Press, Scholarly and Reference Division, 175 Fifth Avenue, New York, NY 10010 ($23.95).
Document Not Available from EDRS.
ABSTRACT: This book shares a vision of schooling for the 21st century and serves as a guide for parents and teachers. It describes a world of students, teachers, and parents globally connected by the Internet, thereby making it possible for them to communicate across geographical and cultural barriers. Chapters in the first section, "Global Networks, Global Communities," include: "From the Inner City to the Global Village: The Emergence of Electronic Communities of Learning"; "Beyond Functional Literacy: The Dilemmas of Educational Reform"; "Blueprints form the Past: The Intercultural Learning Networks of Celestin Freinet and Mario Lodi"; "Instructional Landscapes: Putting Collaborative Critical Inquiry on the Map"; and "Superhighway to Where?" The second section, "A Guide to the Internet for Parents and Teachers," includes Internet basics, information on partner-class clearinghouses and project-oriented activities, and selected Internet resources for K-12 education with the following specific themes: multidisciplinary K-12 education; parent involvement; multicultural education; bilingualism and second-language acquisition; students with special learning needs; arts in education; language arts; social studies; and mathematics and science. (Contains over 125 references.) (MAS)
DESCRIPTORS: Computer-Networks; *Cultural-Literacy; *Elementary-Secondary-Education; *Global-Education; *Information-Networks; *Information-Sources Access-to-Information; Computer-Uses-in-Education; Educational-Resources; Multicultural-Education

Impact of global education

ED415130
Bossard,-Keith; Chase,-Sue; Dove,-Tim; Hoover,-Shirley; Merryfield,-Merry-M.; Norris,-Jim; Rayburn,-Bob; Shapiro,-Steve; Wainer,-Barbara
Can Our Learning Community Survive? Teachers Examine the Long-Term Effectiveness of Their PDS Network in Social Studies and Global Education.
1996
EDRS Price: MF01/PC01 Plus Postage.
http://orders.edrs.com/members/sp.cfm?AN=ED415130
ABSTRACT: This study addresses the question of whether university professors and experienced teachers can work collaboratively over time to improve teacher education and classroom practice in social studies and global education. Eight classroom teachers identify factors associated with an effective professional development school network and examine issues and concerns that may threaten its survival. Major factors include the diversity of teachers and schools, new roles and opportunities, problems with challenging the status quo, scrutiny and reflection of practice, time commitments, and difficulties dealing with university cultures. (EH)
DESCRIPTORS: *Global-Education; *Inservice-Teacher-Education; *Preservice-Teacher-Education; *Professional-Development-Schools; *Social-Studies; College-School-Cooperation; Elementary-Secondary-Education; Faculty-Development; Higher-Education; Professional-Development; Teacher-Education

ED429912
Adonri,-Osa-E.; Gittman,-Elizabeth
Effect of Computer Assisted Instruction on Students' Achievement in Global Studies.
1998
Paper presented at the Annual Meeting of the Northeastern Educational Research Association, (Ellenville, NY, October 28-30, 1998).
EDRS Price: MF01/PC01 Plus Postage.
http://orders.edrs.com/members/sp.cfm?AN=ED429912
DESCRIPTORS: *Academic-Achievement; *Computer-Assisted-Instruction; *Global-Education; Comparative-Analysis; Grade-10; High-Schools; Pretests-Posttests; Research-Design; Social-Studies; Urban-Schools
ABSTRACT: A pretest posttest experimental group design was used to study the effects that computer assisted instruction (CAI) has on urban school, tenth grade students' achievement in global studies. Students were selected and assigned to one of two groups using random selection and assignment techniques. A pretest confirmed the equivalence of the two groups. After a six-week treatment of the experimental group, a posttest administered to both groups assessed the effect of the treatment. Items from the June 1993, 1994, and 1995 global studies unit of the New York State Regents Examination were used to develop an assessment instrument. The assessment found that students using CAI achieved significantly higher scores on a posttest than students taught by traditional methods. An attitude survey showed an increase in motivation and interest for students who were taught with CAI. Results may be generalized to classrooms in urban settings where students consist primarily of minority populations. Contains 3 tables of data and 13 references. (BT)

ED392724
Merryfield,-Merry-M.
From Teacher Education to the Classroom: Reflections of Teachers upon Their Teacher Education Experiences in Global Education.
1994
EDRS Price: MF01/PC01 Plus Postage.
http://orders.edrs.com/members/sp.cfm?AN=ED392724
ABSTRACT: This study describes global education as one of the current trends in teacher education in the United States. In this study, preservice and inservice teachers who attended six outstanding teacher education programs in global education were asked to reflect upon: (1) what they valued in their program's content and experiences; (2) their processes of applying what they had learned to their own classroom instruction; and (3) the constraints that hindered their abilities to use what they had gained in the teacher education program. Overall, the teachers valued content related to the topics of culture, global interconnections, and the environment. They found working with new instructional materials and interacting with other teachers, teams, and people from other cultures as the most useful experiences. The teachers applied what they had learned by extending or revising what they already were teaching, adding a comparative dimension or multiple perspectives, or initiating interdisciplinary approaches to mandated topics. Major constraints on the teachers' abilities to apply their new knowledge in their own classroom instruction included their students' abilities (such as reading level or developmental age), the conservatism of the community, and their own personal experiences. (EH)
DESCRIPTORS: *Global-Education; *Teacher-Attitudes; *Teacher-Education; *Teacher-Education-Programs; Elementary-Secondary-Education; Higher-Education; Preservice-Teacher-Education; Social-Studies; Teacher-Educator-Education; Teacher-Workshops; Teaching-Experience

EJ535750
Byrnes,-Ronald-S.
Interrupting Ordinary Expectations in the Social Studies.
1997
Journal-of-Curriculum-and-Supervision; v12 n2 p135-51 Win 1997
ABSTRACT: Describes, interprets, and evaluates one secondary social-studies teacher's efforts to engage students in learning about self, others, and the world. Identifies several schooling regularities (classroom environment, student expectations, teaching load, and professional isolation) complicating teachers' efforts. Illustrates how innovative presentation modes, alternative class structures, and interactive learning activities can heighten student engagement. (29 footnotes) (MLH)
DESCRIPTORS: *Classroom-Environment; *Global-Education; *Instructional-Innovation; *School-Culture; *Social-Studies; *Teacher-Effectiveness; Case-Studies; Educational-Practices; Faculty-Workload; Grade-12; High-Schools; International-Relations; Teaching-Conditions

EJ555419
Bartlett,-Kevin
Articulating the International Curriculum. Part II, Continuity through Outcomes.
International-Schools-Journal; v17 n1 p50-57 1997
Journal availability: ECIS Publications, 21 Lavant St., Petersfield GU32 3EL, United Kingdom.
ABSTRACT: The three programs now offered by the International Baccalaureate Organization for children 5 to 18 could benefit from greater articulation. The programs share common goals aimed at developing in students sense of responsibility, spirit of open-mindedness, critical thinking ability, multilanguage proficiency, and active interest in other cultures. Goals should define "internationalism," drive curriculum, shape school culture, focus on assessment, and serve as school quality indicators. (MLH)
DESCRIPTORS: *Educational-Objectives; *Global-Education; *Learning-Processes; *Outcomes-of-Education; Elementary-Secondary-Education; Foreign-Countries; Program-Descriptions

EJ530498
Hinchman,-Kathleen-A.; Zalewski,-Patricia
Reading for Success in a Tenth-Grade Global-Studies Class: A Qualitative Study.
Journal-of-Literacy-Research; v28 n1 p91-106 Mar 1996
Formerly "Journal of Reading Behavior."
ABSTRACT: Explores the reading-related perspectives of participants in a 10th-grade global studies class. States that the study was conducted according to the qualitative research tradition associated with symbolic interactionism. Finds that opinions of success differed between student and teacher: students felt success meant a good grade, and teachers felt it meant getting the students to understand the material. (PA)
DESCRIPTORS: *Global-Education; *Student-Attitudes; *Teacher-Attitudes; Classroom-Research; Grade-10; High-Schools; Qualitative-Research

ED389634
Decker,-Dianna-K.
Increasing Student Awareness of Global and Future Issues through a Secondary Level Mini-Course.
1995
Ed.D. Practicum, Nova University.
EDRS Price: MF01/PC03 Plus Postage.
http://orders.edrs.com/members/sp.cfm?AN=ED389634
DESCRIPTORS: *Futures-of-Society; *Global-Approach; *Global-Education; *Technological-Advancement; *World-Affairs; *World-Problems; Cultural-Awareness; High-School-Students; High-Schools; International-Relations; Networks-; Private-Schools; Social-Change; Student-Attitudes; Telecommunications-
ABSTRACT: This study examines the problem of high school students as future leaders entering the adult world unprepared in the areas of global and international issues. The study was conducted with 145 students, teachers, and administrators in a private high school with university affiliations in a large suburban area. Eventually two students became the central focus for the stated practicum outcomes. The goal was to increase student awareness of critical global and future issues that would lead to an appreciation for the interdependency among nations and raise tolerance levels for differences in others. A mini-course in global studies was designed based on global issues least addressed in the school. Telecommunications were established to link students to other students around the world to enable group discussions and project exchanges for students. Electronic mail, study kits, simulated role playing, and current topics of global consequence were used to instruct students on world trade, world hunger, international business, environmental protection, energy, and nuclear proliferation. The results showed an increase of student awareness of global issues and students were motivated by using telecommunications as a part of the mini-course requirement. Appendixes include the student questionnaires, student quiz, and computer ethics and security agreement. Contains 23 references. (EH)

Teachers and teacher education

ED404328
Merryfield,-Merry-M., ed.; and-others
Preparing Teachers To Teach Global Perspectives. A Handbook for Teacher Educators.
1997
Corwin Press, Inc., 2455 Teller Road, Thousand Oaks, CA 91320-2218 (paperback: ISBN-0-8039-6519-2, $29.95; clothbound: ISBN-0-8039-6518-4, $69.95).
EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
ABSTRACT: This book provides a conceptual framework that encourages exploration of global perspectives; it provides teacher educators with a guide for establishing goals, objectives, rationale, and a working definition for global education. The chapters are: (1) "A Framework for Teacher Education in Global Perspectives" (Merry M. Merryfield); (2) "Earth Systems Education: A Case Study of a Globally Oriented Science Education Program" (Victor J. Mayer); (3) "Teachers' Perspectives on School/University Collaboration in Global Education" (Timothy Dove, James Norris, and Dawn Shinew); (4) "Cross-Cultural Experiences in Teacher Education Courses: Reflections and Advice from American and African Teachers" (Cynthia Tyson, Patricia L. Benton, Barbara Christenson, Anku Gollah, and Ousmane Mamourne Traore); (5) "Assessing Teachers for Learner-Centered Global Education" (Giselle O. Martin-Kniep); (6)"Student Teaching Overseas" (Craig Kissock); (7) "Infusing Global Perspectives Throughout a Secondary Social Studies Program" (Angene H. Wilson); (8) "Professional Development in Global Education" (Jane A. Boston); (9) Building Faculty Commitment for Global Education" (Roland Case and Walter Werner); and (10) "The Dean's Role in Infusing Global Perspectives Throughout a College of Education" (Elaine Jarchow). The appendix contains: "Global Education Infoguide" (Sarah Pickert)—an extensive list of references, bibliographies, electronic resources, organizations, and funding resources. Chapters also contain references. (JLS)
DESCRIPTORS: *Global-Education; *International-Studies; *Multicultural-Education; *Preservice-Teacher-Education; *Resource-Materials; *Teacher-Education-Curriculum; Case-Studies; College-School-Cooperation; Cultural-Pluralism; Curriculum-Development; Earth-Science; Faculty-Development; Higher-Education; Intercultural-Communication; Secondary-Education; Student-Teaching

EJ609038
Merryfield,-Merry-M.
Why Aren't Teachers Being Prepared To Teach for Diversity, Equity, and Global Interconnectedness? A Study of Lived Experiences in the Making of Multicultural and Global Educators.
Teaching-and-Teacher-Education; v16 n4 p429-43 May 2000
ABSTRACT: Investigated why and how teacher educators bridged the gap between multicultural and global education to prepare teachers for diversity and equity. Respondents wrote about lived experiences which shaped their world views. Significant differences existed between white and nonwhite teachers' experiences. Several interrelated qualities in teachers' experiences emerged. Educators noted for working in multicultural/global education had certain experiences in common. (SM)
DESCRIPTORS: *Cultural-Awareness; *Diversity-Student; *Global-Education; *Multicultural-Education; *Teacher-Attitudes; Consciousness-Raising; Elementary-Secondary-Education; Global-Approach; Higher-Education; Preservice-Teacher-Education; Teacher-Educators

EJ601988
Davis,-Niki
The Globalization of Education through Teacher Education with New Technologies: A View Informed by Research.
Educational-Technology-Review; n12 p8-12 Aut-Win 1999
ABSTRACT: Suggests three main reasons for incorporating a global dimension in teacher education. Provides and incorporates principles to inform the development of Information and Communication Technologies (ICT) in curriculum design, and illustrates ways in which teacher educators can proceed. Includes a creative project to facilitate preparing teachers' use of research into ICT in education. (AEF)
DESCRIPTORS: *Educational-Principles; *Global-Approach; *Global-Education; *Teacher-Education; Curriculum-Development; Educational-Practices; Educational-Research; Educational-Technology; Higher-Education; Instructional-Design

ED437393
Gaudelli,-Bill
Teacher as Self: Understanding Pedagogy in Global Education.
1999
Paper presented at the Annual Meeting of the College and University Faculty Association National Council for the Social Studies (Orlando, FL, November 19, 1999).
EDRS Price: MF01/PC01 Plus Postage.
http://orders.edrs.com/members/sp.cfm?AN=ED437393
DESCRIPTORS: *Global-Education; *Social-Studies; *Teacher-Background; Athletics-; Ethnicity-; High-Schools; Occupations-; Sexual-Identity; Teachers-; Travel-
ABSTRACT: This study used an ethnographic approach to analyze data on the teacher as self in the high school social studies classroom, examining patterns in social studies pedagogy and how the teacher's self is manifested in global education classrooms. Data came from observation reports, interviews, and document analyses at three high schools. Teacher interviews examined their personal backgrounds, then focused on identity. The data showed a distinct pattern in social studies pedagogy in that the teacher's self was manifested in global education classrooms. Teacher identity categories included gender, occupation, religious background, family history, athletic background, ethnic identity, and travel. Teachers, in part due to their identities, taught differently, specifically with regard to how they selected content, the amount of time and emphasis placed on topics, and how they characterized course content related to their identity. Ambiguity about relativism and universalism was a consistent pattern found among most study participants. The lack of clarity with regard to the teacher's beliefs about relativism in global education manifested itself in classrooms. Teachers either avoided or sensationalized controversial issues in global education classrooms, stemming from their personal discomfort with engaging judgments in the classroom in a reasoned, methodical manner. (Contains 11 references.) (SM)

EJ574466
Merryfield,-Merry-M.
Pedagogy for Global Perspectives in Education: Studies of Teachers' Thinking and Practice.
Theory-and-Research-in-Social-Education; v26 n3 p342-79 Sum 1998
ABSTRACT: Examines multiple perspectives on current classroom practice in global education, including those of master teachers, practicing teachers, and preservice teachers. Notes some commonalities ai d differences of theories and practice across the three groups. Argues that the theories and practices of teachers can and should inform conceptual scholarship on global education. (DSK)
DESCRIPTORS: *Educational-Philosophy; *Global-Education; *Instructional-Improvement; *Teacher-Education; *Teachers-; *Teaching-Methods; Curriculum-Development; Educational-Research; Elementary-Secondary-Education; Higher-Education; Master-Teachers; Social-Studies; Student-Teachers

EJ608979
Haakenson,-Paul; Savukova,-Galina; Mason,-Terrence-C.
Teacher Education Reform and Global Education: United States and Russian Perspectives.
International-Journal-of-Social-Education; v13 n2 p29-47 Fall-Win 1998-1999
ABSTRACT: Examines how teacher educators in the United States prepare preservice teachers to incorporate global perspectives in their teaching and offers recommendations that could strengthen U.S. teacher education programs.

Analyzes the globally-oriented teacher education in Russia focusing on implementing global education by developing specific attitudes, cognition skills, and an integrated view of the world. (CMK)
DESCRIPTORS: *Comparative-Education; *Educational-Change; *Educational-Strategies; *Global-Education; *Preservice-Teacher-Education; *Program-Improvement; Cultural-Awareness; Elementary-Secondary-Education; Foreign-Countries; Higher-Education; Social-Studies

EJ582897
Parker,-Walter; Glenn,-Allen; Mizoue,-Yasushi; Meriwether,-Crystal; Gardner,-William
Japanese and American Preservice Teachers' Attitudes Toward Global Issues and Relations.
Peabody-Journal-of-Education; v72 n1 p187-202 1997
ABSTRACT: Compared Japanese and U.S. preservice teachers' attitudes about global issues and global relations, surveying preservice elementary teachers at one Japanese and two American universities. Results indicated that the groups were moderately worldminded overall, and they differed significantly in their levels of worldmindedness. Four out of ten survey items were the most powerful discriminators across all three groups. (SM)
DESCRIPTORS: *Global-Education; *International-Relations; *Student-Teacher-Attitudes; *World-Views; Attitude-Measures; Elementary-Education; Foreign-Countries; Higher-Education; International-Cooperation; Preservice-Teacher-Education; Student-Teachers

EJ517115
Friesen,-David; and-others
Toward Global Horizons: Student Stories from an International Teacher Education Project.
Action-in-Teacher-Education; v17 n2 p40-46 Sum 1995
Theme issue title: "International Perspectives on Field Experiences."
ABSTRACT: Describes an international teacher education project, the Regina-Yaounde Inter-University Project, as one approach to the development of global consciousness in student teachers. The stories of two of the student participants (from Cameroon and Canada) in the student exchange component illustrate the impact of the experience on their professional development. (SM)
DESCRIPTORS: *Cultural-Awareness; *Global-Education; *Partnerships-in-Education; *Preservice-Teacher-Education; *Student-Exchange-Programs; *Student-Teacher-Attitudes; Consciousness-Raising; Cultural-Differences; Developing-Nations; Experiential-Learning; Foreign-Countries; Higher-Education; Student-Teachers; Teacher-Improvement

EJ269224
Torney-Purta,-Judith
The Global Awareness Survey: Implications for Teacher Education.
Theory-into-Practice; v21 n3 p200-05 Sum 1982
ABSTRACT: Results of a test of global awareness administered by the Council on Learning, in cooperation with the Educational Testing Service, to 3,000 undergraduates showed that they generally lacked a global perspective. Regression analysis was performed to determine why education majors' scores were low. Findings and implications for teacher education are included. (PP)
DESCRIPTORS: *Cultural-Awareness; *Education-Majors; *Educational-Needs; *Knowledge-Level; *Undergraduate-Students; *World-Affairs; Global-Approach; Higher-Education; Language-Proficiency; National-Surveys; Student-Attitudes; Teacher-Education

Teacher Education in Global and International Education

An ERIC Digest by Merry Merryfield
July 1995

Over the last two decades there has been increasing concern that American schools are not preparing young people to participate effectively in a world characterized by human diversity, cross-cultural interaction, dynamic change, and global interdependence. In the 1980s the National Governors' Association (1989) pointed to inadequate teacher preparation in global education and international studies as a major obstacle in the ability of the United States to meet the economic, political and social challenges of today's world. Today teacher education in global and international education is mandated by the National Council for Accreditation of Teacher Education (see 1995 NCATE Standards [1994]) and addressed through many activities of professional organizations such as the American Association of Colleges for Teacher Education, the Association of Teacher Educators, and the National Council for the Social Studies.

What is Global and International Education?

Global education develops the knowledge, skills, and attitudes that are the basis for decision making and participation in a world characterized by cultural pluralism, interconnectedness, and international economic competition. Growing out of such fields as international relations and area/international studies, world history, earth science, and cultural/ethnic studies, the field of global education recognizes that students must understand the complexity of globalization and develop skills in cross-cultural interaction if they are to become effective citizens in a pluralistic and interdependent world. In International education provides knowledge, skills, and experiences that come from in-depth study, work, and collaboration in education in other countries and with international students and scholars in American institutions.

Teaching with a global perspective differs in some ways from traditional approaches to studying ourselves, other peoples, and the planet:

- In teaching about cultures, global educators focus as much on cultural universals, those things all humans have in common, as they do on cultural differences. Cross-cultural understanding, open-mindedness, anticipation of complexity, resistance to stereotyping or derision of cultural difference, and perspectives consciousness —recognition, knowledge, and appreciation of other peoples' points of view—are essential in the development of a global perspective (Case, 1993; Hanvey, 1975; Kniep, 1986).

- The world is seen as a system in which technological, ecological, economic, social, and political issues can no longer be effectively understood or addressed by individual nations because the issues literally spill over borders and regions. The organization of curricula does not separate world cultures or regions but brings them together through study of contact, borrowing and diffusion of ideas, antecedents to current events, and comparative themes and concepts. Persistent global issues such as land use, peace and security, and self-determination are examined across time and place (Anderson, 1990; Kniep, 1986).

- Study of local-global connections leads to recognition that each of us makes choices that affect other people around the world, and others make choices that affect us. Because of this interconnectedness, global education includes knowledge and skills in decision making, participation, and long-term involvement in the local community and in the larger world beyond our borders. Students learn to find and process information from multiple perspectives (Alger & Harf, 1986).

What are Considerations in Educating Teachers in Global and International Education?

Global knowledge. Teachers need "global" knowledge about the world in general as well as content specific to the subjects they teach. For example, a language arts teacher not only studies literature from diverse cultures in different world regions but also learns about the historical contexts and cultural/political perspectives from which the authors wrote. Teacher educators work with colleagues in other disciplines to identify academic coursework in the humanities, sciences, and social sciences so that preservice teachers have adequate foundational knowledge and inservice teachers have access to new, emerging knowledge in their fields (Merryfield & Remy, 1995).

Cross-cultural experiences. Simulated as well as personal cross-cultural experiences at home and abroad are a significant part of global and international education. Study tours, student and faculty exchanges, semesters abroad, work with international students in American universities and schools, and student teaching in other countries or within different cultures in the United States are some of the ways teacher educators build cross-cultural knowledge, develop skills in cross-cultural communication, and motivate teachers to teach from a global perspective (Gilliom, 1993; Wilson, 1982). Simulations such as BaFa BaFa or RaFa RaFa (experiences at the secondary and elementary levels in understanding and communicating in another culture) and Baranga (an experience in how subtle differences in culture can lead to confusion and conflict) contribute to cross-cultural understanding by helping teachers develop insights into the process of understanding cultural perceptions and the relationship between instructional methods and learning outcomes in global education.

Infused throughout teacher education. Content and experiences in global and international education need to be infused throughout teacher education programs. Field experiences, internships, and sites for school/university collaboration are structured so that preservice teachers work with talented global educators. Courses in foundations, technology, and methods help teachers examine conceptualizations, cases, instructional strategies, curriculum development, interdisciplinary approaches, and assessments in global education. Research courses include relevant studies, literature, and opportunities for action research. Preservice and inservice programs set aside time for teachers and teacher educators to reflect, experiment, and share ideas and experiences with colleagues (Merryfield, 1995; Tye & Tye, 1992).

Deal with controversy. Teacher educators prepare teachers to deal with the controversial nature of global and international education. Through readings, role-plays, and collaboration with resource people in the community, teachers reflect upon the reasons for controversies over global education and approaches to resolving such conflicts (Schukar, 1993; Lamy, 1990).

Make curricular connections. Teachers learn to make curricular connections between global education and multicultural education. Global and multicultural education overlap in their goals to develop multiple perspectives and multiple loyalties, strengthen cultural consciousness and intercultural competence, respect human dignity and human rights, and combat prejudice and discrimination (Bennett, 1994). Global and peace education also share common concerns over issues such as human rights, self-determination, international conflict management, and conflict resolution. Teacher educators help teachers plan instruction that integrates global and multicultural and peace education.

All of these approaches to teacher education in global and international education are supported by the faculty's shared vision of global and international education, ongoing faculty development, long-term collaboration with internationally minded colleagues on campus, in the schools and overseas, administrative leadership, and institutional commitment.

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DESCRIPTORS: Cross Cultural Studies, Elementary Secondary Education, Global Approach, Higher Education, International Studies, Preservice Teacher Education, Teacher Education Curriculum, Teacher Educators, Teaching Methods

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III. Curriculum, Methods, and Approaches

General

Carlos F. Diaz, Byron G. Massialas and John H. Hanthopoulos. *Global perspectives for educators*. Needham Heights, MA: Allyn & Bacon, 1999.

ED424187
Taylor,-Howard-E., ed.
Getting Started in Global Education: A Primer for Principals and Teachers.
National Association of Elementary School Principals, Alexandria, VA.
1997
National Association of Elementary School Principals, 1615 Duke Street, Alexandria, VA 22314; Tel: 800-38-NAESP (Toll Free) ($3.00).
EDRS Price: MF01/PC[illegible] Plus Postage.
http://orders.edrs.com/members/sp.cfm?AN=ED424187
ABSTRACT: This primer is intended for teachers and principals to help integrate global education into the school curriculum. The articles offer suggestions and rationale for inclusion of a global approach to the classroom. The table of contents offers: (1) "Introduction" (Ernest L. Boyer); (2) What is Global Education?" (M. Eugene Gilliom); (3) "Position Statement from Education Organizations"; (4) "East of Gibraltar, West of Japan" (H. Thomas Collins); (5) "A Principal's Perspective" (Linda Clark); (6) "We're All in This Together: Today's Global Realities" (S. Rex Morrow); (7) "Addressing Everyday Concerns of Principals and Teachers" (Howard E. Taylor); (8) "The Role of the Principal in Integrating a Global Perspective" (Gregory E. Hamot); (9) "Using Children's Literature for Teaching Global Understanding" (James M. Shiveley); (10) "Internet Tools and Applications for Teaching for a Global Perspective" (Howard E. Taylor; Rebecca S. Bowers; S. Rex Morrow); and (11) "Selected References for Teaching Global Education" (Howard E. Taylor; Lee Hanson). (EH)
DESCRIPTORS: *Global-Approach; *Global-Education; Cross-Cultural-Studies; Curriculum-Guides; Elementary-Secondary-Education; Ethnic-Studies; Foreign-Countries; Guidelines-; Models-; Multicultural-Education; Peace-; Social-Studies

EJ533354
Case,-Roland
Promoting "Global" Attitudes.
Canadian-Social-Studies; v30 n4 p174-77 Sum 1996
ABSTRACT: Discusses and illustrates three ways to promote prosocial attitudes towards global issues among students. Includes classroom environments that reinforce desired attitudes; facilitating direct "emotional" experiences that influence attitudes; and engaging students in thoughtful deliberation about global issues. Offers illustrative examples for each. (MJP)
DESCRIPTORS: *Empathy-; *Global-Education; *Instructional-Effectiveness; *Perspective-Taking; *Prosocial-Behavior; *Student-Attitudes; Citizenship-Education; Classroom-Environment; Cross-Cultural-Studies; Curriculum-Enrichment; Elementary-Secondary-Education; Foreign-Countries; Global-Approach; Interdisciplinary-Approach; Social-Studies; Teacher-Behavior

EJ533353
Werner,-Walt
Starting Points for Global Education.
Canadian-Social-Studies; v30 n4 p171-73 Sum 1996
ABSTRACT: Recommends integrating global education objectives in a low-key manner through the questions and examples that the teacher interjects into classroom discussions. Articulates four foci that can serve as entry points for global education in many discussions. These include moral issues, systems approach, and reflexive inquiry. (MJP)
DESCRIPTORS: *Discussion-Teaching-Technique; *Futures-of-Society; *Global-Education; *Instructional-Effectiveness; *Moral-Issues; *Systems-Approach; Citizenship-Education; Classroom-Environment; Cross-Cultural-Studies; Curriculum-Enrichment; Elementary-Secondary-Education; Foreign-Countries; Global-Approach; Interdisciplinary-Approach; Perspective-Taking; Social-Studies

EJ565781
Marquis,-Carol; Yirchott,-Tuckie
Developing a Global Perspective in Your Classroom.
Social-Studies-Review; v37 n2 p38-40 Spr-Sum 1998
ABSTRACT: Discusses some of the instructional approaches advocated by the California International Studies Project (CISP). CISP proposes integrating global perspectives throughout the entire curriculum. They recommend examining the interdependence between different countries, resources, social issues, and academic subjects. Includes a complete list of CISP project sites and contact numbers. (MJP)
DESCRIPTORS: *Cross-Cultural-Studies; *Educational-Development; *Educational-Objectives; *Global-Education; Cultural-Awareness; Cultural-Pluralism; Educational-Resources; Elementary-Secondary-Education; Global-Approach; Multicultural-Education; Program-Effectiveness; Social-Studies; Teacher-Education; World-Affairs

EJ565772
Grossman,-David-L.
Setting a Context for Global Education.
Social-Studies-Review; v37 n2 p6-8 Spr-Sum 1998
DESCRIPTORS: *Cultural-Pluralism; *Educational-Trends; *Global-Education; *Instructional-Effectiveness; *Sociocultural-Patterns; *Trend-Analysis; Elementary-Secondary-Education; Foreign-Countries; Futures-of-Society; Global-Approach; Multicultural-Education; Small-Group-Instruction; Social-Studies; Student-Research; World-Affairs
ABSTRACT: Defines "authenticity" in learning as the cumulation of the following components: higher-order thinking, depth of knowledge, substantive conversation, and connections to the world beyond the classroom. Includes a sample lesson plan incorporating these elements into a study of global trends. The lesson plan includes brainstorming, student research and testing hypotheses. (MJP)

EJ565782
Begler,-Elsie
Conceptual Organizers: Tools for Visualizing Complex Ideas, Interactions, and Systems.
Social-Studies-Review; v37 n2 p41-44 Spr-Sum 1998
ABSTRACT: Discusses the development of the "World Culture Model," a visual aid illustrating the interconnection and universality of various components of civilization (political, social, economic, historical). Includes a lesson plan using the World Culture Model to identify various aspects of culture found in different interactions and to illustrate how they function. (MJP)
DESCRIPTORS: *Cross-Cultural-Studies; *Global-Education; *Instructional-Materials; *Sociocultural-Patterns; *Visual-Aids; Cultural-Awareness; Cultural-Pluralism; Global-Approach; Models-; Multicultural-Education; Secondary-Education; Social-Studies; Teacher-Education

EJ564601
Pike,-Graham
Global Education: Reflections from the Field.
Green-Teacher; n54 p6-10 Win 1997-1998
ABSTRACT: Explores different approaches to teaching global education, most notably the compartmentalist and holistic paradigms. The compartmentalist approach, which revolves around the study of specific cultures or countries, retains a view of the world as divided and emphasizes similarities. The holistic approach represents the philosophy that the planet is an integrated, dynamic, living system and emphasizes differences. (PVD)
DESCRIPTORS: *Educational-Philosophy; *Environmental-Education; *Futures-of-Society; *Global-Education; *Holistic-Approach; Citizenship-Responsibility; Ecology-; Educational-Change; Elementary-Secondary-Education; Interdisciplinary-Approach; Sustainable-Development; Values-Education

EJ549895
Taylor,-Howard-Eugene
Overcoming Everyday Obstacles to Teaching for Global Understanding.
Social-Studies-Journal; v26 n p58-69 Spr 1997
ABSTRACT: Delineates a number of instructional and administrative strategies for integrating global education into the classroom. Addresses such issues as the organized opposition of some groups, the concerns of parents over subject matter and approach, lack of resources for teachers, and global education for special needs students. (MJP)
DESCRIPTORS: *Controversial-Issues-Course-Content; *Global-Education; *International-Relations; *Special-Needs-Students; *Teacher-Education; *Thematic-Approach Consciousness-Raising; Cultural-Pluralism; Curriculum-Development; Educational-Administration; Educational-Trends; Elementary-Secondary-Education; Environmental- Education; Global-Approach; Interdisciplinary-Approach; Social-Studies

ED394884
Speckmann,-Marilyn; Main,-Jeanne
T.R.A.V.E.L. (Teaching Real Adventures Visiting Earth's Lands).
Maine Center for Educational Services.
1994
EDRS Price: MF01/PC01 Plus Postage.
http://orders.edrs.com/members/sp.cfm?AN=ED394884
ABSTRACT: Incorporating social studies, science, reading, writing, and the arts, this project encourages students in the elementary and junior high grades to create models of research and create the particular elements of the country through arts, crafts, foods, and dress. If the whole school participates and creates many different foreign lands, students begin to understand what it would be like to travel to a foreign country. Benefits of this program include providing students with a better understanding and knowledge of different cultures through the interaction that takes place. Concluding this guide are recipes for modeling dough and clays and a sample passport application for students to fill out. (JAG)
DESCRIPTORS: *Global-Education; *Social-Studies; *Travel-; Cooperative-Education; Elementary-Education; International-Relations; Junior-High-Schools; Research-Skills

ED422213

Drum,-Jan; Hughes,-Steve; Otero,-George

Global Winners: 74 Learning Activities for Inside and Outside the Classroom.

1994

Intercultural Press, Inc., P.O. Box 700, Yarmouth, ME 04096; telephone: 207-846-5168; ($16.95, plus shipping/handling).

EDRS Price: MF01 Plus Postage. PC Not Available from EDRS.

ABSTRACT: This book provides 74 learning activities to help K-12 students, college students, and even seniors develop the global perspective needed for the 21st century. Each learning exercise is preceded by an introduction that sets the theme of the activity and states its purpose or objective. Appropriate age or grade use and gives instructions on how to implement the activity in a variety of ways are given. The exercises are clustered around six themes: (1) increasing state-of-the-planet awareness (9 activities); (2) developing perspective consciousness (17 activities); (3) valuing diversity (11 activities); (4) living responsibly with others (13 activities); (5) understanding world issues and trends (16 activities); and (6) expanding the capacity to change (8 activities). (EH)

DESCRIPTORS: *Global-Education; *International-Education; Elementary-Secondary-Education; Foreign-Countries; Instructional-Materials; Multicultural-Education; Social-Studies

ED419771

Looking at Ourselves and Others.

Peace Corps, Washington, DC. Office of World Wise Schools.

1998

Peace Corps, World Wise Schools, 1990 K. Street, NW, Suite 9500, Washington, DC, 20526.

EDRS Price: MF01/PC05 Plus Postage.

http://orders.edrs.com/members/sp.cfm?AN=ED419771

ABSTRACT: This book introduces students to the concept of culture, cultural perspective, and cross-cultural relations. The personal experiences of Peace Corps Volunteers are included in the introduction to each section of the guide and can be used in a variety of ways. Arranged by topic, the guide includes teacher background information, activity outlines, and student worksheets. The activities for each topic are further divided according to suggested groupings of grades 3-5, 6-9, and 10-12. Each activity outline has at least six parts, including an estimate of class time needed, materials, a statement of objectives, step-by-step procedures, debriefing exercises, and suggestions for extending the activity. The book is divided into three parts: (1) "Defining Culture"; (2) "Developing Global Perspectives"; and (3) "Challenging Assumptions." (EH)

DESCRIPTORS: *Cultural-Activities; *Cultural-Awareness; *Global-Education; *International-Cooperation; *Multicultural-Education; Elementary-Secondary-Education; Foreign-Countries; Instructional-Materials; International-Education; Service-Learning; Social-Studies; Teaching-Guides

ED381462

Anderson,-Charlotte-C.; and-others

Global Understandings: A Framework for Teaching and Learning.

1994

Association for Supervision and Curriculum Development, 1250 North Pitt Street, Alexandria, VA 22314 ($14.95).

EDRS Price: MF01 Plus Postage. PC Not Available from EDRS.

ABSTRACT: This framework provides rationale, activities, and assessments to integrate global education into the curriculum. Divided into three parts, part 1, "The Framework," contains six sections: (1) "The Rationale for a Global Framework"; (2) "An Overview of the Framework"; (3) "You are a HUMAN BEING"; (4) "Your home is PLANET EARTH"; (5) "You are a CITIZEN of (your nation-state), a multicultural society"; and (6) "You live in an INTERRELATED WORLD." Part 2, Sample Integrated Units, contains two sections: (1) "Walls"; and (2) "Diversity and Commonality." Part 3, "Performance Assessment in Global Education," contains five sections: (1) Introduction"; (2) "Portfolios"; (3) "Exhibitions"; (4) "Simulations and Role Plays"; and (5) "Planning for Assessment." A listing of resources for global education and an appendix are included. Contains 33 references. (EH)

DESCRIPTORS: *Cultural-Awareness; *Global-Approach; *Global-Education; *Multicultural-Education; *Teaching-Methods; Elementary-Secondary-Education; Instructional-Materials

Practical Suggestions for Teaching Global Education

An ERIC Digest by Howard Eugene Taylor

June 1996

Teachers may be convinced of the need to teach for a global perspective, but are often at a loss when confronted with everyday concerns about teaching global education. A literature review reveals a preoccupation with implementing global education with preservice and inservice teacher education programs. Missing from the literature is a significant perspective of teachers knowledge resulting from classroom experiences with global education. This Digest draws on current practices in global education to provide teachers with practical suggestions regarding instructional and technological resources as well as the use of cooperative learning for teaching global education.

Practical Resources for Teaching Global Education

Community-based

Of the many instructional resources teachers can use to teach global education, none is more practical than those found in local communities (e.g., Anderson, 1990). Volunteer organizations, businesses, and churches are excellent resources for illustrating how local communities and economies are connected to other peoples and nations. The World Affairs Council Network and the Peace Corps (World Wise Classrooms), among others, have developed educational programs and materials for teaching global education that K-12 teachers can access at little or no cost. Through exploring the purpose and role for these local-global connections, elementary and middle school students can develop an appreciation for the roles their communities play as members of an interdependent global network. Other organizations (e.g., Veterans of Foreign Wars, colleges/universities, and Sister Cities International) have members who have engaged in international activities and as guest speakers in a classroom can share stories from the field, enriching student comprehension of and perceived need for cross-cultural awareness.

Teachers and colleagues

Cross-cultural experiences of teachers and their colleagues are another readily accessible instructional resource (Merryfield, 1995; Taylor, 1995; Gilliom, 1993). By identifying colleagues who have studied/taught abroad, participated in various international activities, engaged in international travel, and have family members living overseas or spouses with military experience, teachers can open a door to a world of experiences that address a variety of interests, beliefs, and practices of other cultures. Teachers can identify colleagues' cross-cultural experiences by conducting an informal survey. Through collaboration with colleagues, teachers can increase the potential for developing integrated global units, creating global support networks, and conducting global service learning projects (e.g., organizing hunger drives for oversees operations, purchasing acres of rain forest, and collecting school supplies for students in other countries).

Students

Having students with cross-cultural experiences (e.g., international, English as a second language—ESL, and study abroad) enhances the potential for teaching for a global perspective (Merryfield, 1994; Taylor, 1995). Teachers having students with international experience or students who are ethnically diverse can conduct in-depth studies of cultures and countries that students otherwise may not have studied (Merryfield, 1994; Taylor, 1995). Additionally, teachers can draw on ethnically diverse students' knowledge and experiences to address cross-cultural conflicts prevalent in their communities (Merryfield, 1994).

Students with ESL skills and competence are particularly resourceful members of a global classroom. Working with a colleague who teaches adult ESL students, Taylor (1995) implemented an "ESL pen pal" project between seventh graders and immigrants from Asia and Latin America. Elementary and middle school teachers may want to involve ESL students as pen pals, guest speakers, or conversation partners (Wilson, 1993) or have students work with ESL students to host a community cultural arts festival.

Again, informal surveys can also be used to identify cross-cultural experiences of students (and their relatives) as well as to solicit student participation in demonstrations of global artifacts. From drawing on their own experiences and resources (or those of classmates), elementary and middle school students can create any number of projects (e.g., bulletin boards, travel brochures, display cases, mobiles, 3-dimensional books, newspapers, poems, and skits) to

demonstrate new knowledge and appreciation of other cultures. To further encourage value of cross-cultural experience, middle and high school students traveling abroad during the school year could keep a written or video-taped travel log that would not only alleviate the need for teachers to create alternative lessons for absent students but promote the role of student as cultural diplomat.

Field trips

Field trips to local sites that demonstrate community and regional global historic connections (e.g., missions, ethnic communities and shops, shipping ports, military bases, embassies, and battlefields) are also excellent instructional resources. In planning field trips, teachers may want to contact local World Affairs Council Network offices, some of which offer preplanned trips for visiting embassies and participating in programs with international businesses and military bases. Students could take trips to historic sites, host local historians, research historic archives (e.g., newspapers, court records, and photographs), visit local museums and historic societies, interview immigrants, and tour ethnic communities.

When field trips are not possible, teachers should contact museums, historic societies, and other community organizations for free and inexpensive instructional materials (e.g., videos/video uplinks with study guides, CD-ROMs, and printed materials).

The Internet

Of the innumerable sites available on the Internet, global educators may find a few particularly resourceful:

Global SchoolNet Foundation (http://www.gsn.org/) is a multiactivity program for elementary and middle school students that includes "Where On the Globe Is Roger?," a project hosted by a former U.S. Marine Corps combat pilot visiting schools andreporting on cultures and geography while driving around the world, and a step-by-step classroom tutorial for "harnessing the power of the Web."

Intercultural E-mail Classroom Connections (IECC) (http://www.stolaf.edu/network/iecc/) can be used by elementary and middleschool teachers to connect classes with other countries and cultures through classroom e-mail pen pal and project exchanges. IECC and "ESL pen pal/conversation partner" programs are a particularly effective means of avoiding a show and tell approach to global education.

Using Metacrawler Beta Server (http://www.metacrawler.com/) middle and high school students can use key words and phrases to conduct data searches on any number of peoples, places, and topics.

Additionally, from accessing the Internet Public Library (http://ipl.sils.umich.edu/ref/) high school students can draw upon a wide array of information (e.g., government/law, science, business/economics, and the environment) for development of a global perspective.

Cooperative Learning for a Global Perspective

Being challenged to prepare students for responsible global citizenship, teachers need to use instructional strategies that reflect the increasing diversity of today's global society (Becker, 1990). Through cooperative learning activities, which "assume heterogeneity and emphasize interactive opportunities," teachers not only meet the needs of diverse students but prepare all students for successful global cooperation and competition (p. 81).

Teachers may be concerned about using cooperative learning strategies, especially with lower-achieving students who may not have the academic skills and self-control needed for successful participation in such activities. However, through providing clearly stated directions, including rewards/reprimands for desired/inappropriate behavior, and allotting enough time for implementation, lower-achieving students can attain the goals of global education through participation in cooperative learning activities (Taylor, 1995).

Additional suggestions to consider when using cooperative learning strategies include: (1) leading a discussion on the need to work in heterogeneous groups to develop appreciation for diversity and skills needed for success in the global workplace; (2) providing students with team-building activities; (3) maximizing heterogeneity (e.g., create groups that are diverse in ethnicity, socioeconomic status, gender, ability level, and types of intelligence and personality); (4) determining a signal to get students' attention when needed; (5) preparing an alternative assignment and designated time-out area for continually disruptive and uncooperative students; (6) explaining the alternative assignment before initiating the cooperative learning activity to raise students' level of concern about behavior and productivity; (7) having students select roles for each team member (e.g., task organizer, time keeper, and recorder); (8) grading students individually; (9) having students complete peer reviews of cooperative effort; and (10) including in assignment directions achievement targets and times.

Conclusion

Some of the most effective, cost-efficient, and readily accessible resources for teaching global education are resources that walk into the classroom everyday and are found in every corner of the community. Teachers can discover a whole new world of innovative instructional resources for

preparing students for global responsibility through a heightened awareness of the innumerable connections in the classrooms and communities and linkages to our global society. Accessing these resources through participation in cooperative learning activities, students are able to develop skills necessary for success in the 21st century.

Selected Resources

National Office of World Affairs Councils, (202)785-4703.

Peace Corps World Wise Schools, 1990 K. Street, N.W., Washington, DC 20526 or 1-800-424-8580, extension x2283. (http://www.peacecorps.gov).

Sister Cities International, 120 S. Payne Street, Alexandria, VA 22314, (703)836-3535.

References and ERIC Resources

References identified with an EJ or ED number have been abstracted and are in the ERIC database. Journal articles (EJ) should be available at most research libraries; most documents (ED) are available in microfiche collections at more than 900 locations. Documents can also be ordered through the ERIC Document Reproduction Service (800-443-ERIC).

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Taylor, H. E. (1995). Teacher research and reflective narrative analysis: Methods of learning about and from implementing global education. Dissertation Abstracts International 56(4), 1310. (UMI Dissertation Information Service, #9526094).

Wilson, A. H. (1993). Conversation partners: Helping students gain a global perspective through cross-cultural experiences. Theory into Practice, 32(1), 21-26. EJ 463 369

DESCRIPTORS: Classroom Techniques, Community Resources, Cooperative Learning, Educational Resources, Educational Strategies, Elementary Secondary Education, Global Education, Internet, Learning Activities, Resource Materials, Teaching Methods, World Wide Web

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Levels

Preschool and Elementary

ED416183
Jarchow,-Elaine, ed.; Midkiff,-Ronald, ed.; Pickert,-Sarah, ed.
Practical Lessons To Promote a Global Perspective in Elementary Education.
American Association of Colleges for Teacher Education, Washington, DC.
1998
American Association of Colleges for Teacher Education, One Dupont Circle, Suite 610, Washington, DC 20036-1186 (Single copy for members $12.00, for nonmembers $15.00; add $5 for shipping and handling).
EDRS Price: MF01/PC04 Plus Postage.
http://orders.edrs.com/members/sp.cfm?AN=ED416183
ABSTRACT: This book for elementary school teachers presents a rationale for developing a global perspective, providing sample lesson plans and a curriculum resource guide.
DESCRIPTORS: *Cultural-Awareness; *Global-Education; Computer-Assisted-Instruction; Consciousness-Raising; Curriculum-Development; Elementary-Education; Elementary- School-Teachers; Folk-Culture; Foreign-Countries; Global-Approach; Language-Arts; Lesson-Plans; Social-Studies; Student-Attitudes; World-Wide-Web

EJ602493
Carlson,-Helen-L.; Holm,-Carol
Diversity and Global Studies: Elementary Children's Investigations.
Social-Studies-and-the-Young-Learner; v11 n3 p6-10 Jan-Feb 1999
ABSTRACT: Describes three approaches (folk festivals, origin learning centers, and local/global inquiry) that help elementary students address issues of diversity, global studies, and social constructivism; these approaches grew out of a collaborative project between a local school district and a university called the Children's Center for Global Understanding. (CMK)
DESCRIPTORS: *Constructivism-Learning; *Cultural-Pluralism; *Folk-Culture; *Global-Education; *Inquiry-; *Social-Studies; Educational-Benefits; Elementary-Education; Empathy-; Ethnic-Origins; Partnerships-in-Education; Perspective-Taking

ED417720
Webber,-Desiree; Corn,-Dee-Ann; Harrod,-Elaine; Norvell,-Donna; Shropshire,-Sandy
Travel the Globe: Multicultural Story Times.
1998
Libraries Unlimited, Inc., P.O. Box 6633, Englewood, CO 80155-6633; 1-800-237-6124; www.lu.com ($25; $30, outside North America).
Illustrated by Sandy Shropshire.
Document Not Available from EDRS.
ABSTRACT: Designed for Grades PreK-3, the culture-based story times and extension activities provided in this book give educators the opportunity to share the diversity of global neighbors with young learners. The book covers Australia, Brazil, the Caribbean, China, Egypt, Ghana, Greece, India, Ireland, Italy, Mexico, the Commonwealth of Independent States (CIS), Vietnam, and the United States—Native Americans. Each chapter highlights a specific country or cultural group, offering recommended books to read aloud and stories appropriate for flannel board, overhead projector, or simple puppetry presentations. Fingerplays, action rhymes, songs, games or activities, puppet patterns and instructions, and directions for other inexpensive crafts accompany the stories. In addition, there are bibliographies of other resources for each culture. A sample reading passport follows the introduction and can be reproduced and distributed to children. As the story time for a new country begins, the passports are stamped with colorful images. Other ideas for creating an appropriate atmosphere are offered in this resource—from music and travel posters to clothing and toys. Contains a multicultural series bibliography and an index. (AEF)
DESCRIPTORS: *Foreign-Countries; *Global-Education; *Multicultural-Education Class-Activities; Cultural-Pluralism; Early-Childhood-Education; Educational-Resources; Ethnic-Studies; Learning-Activities; Story-Reading; Story-Telling

EJ526698
Cangemi,-Jo-Ann; Aucoin,-Linda
Global Thematic Units Are Passports to Learning.
Social-Education; v60 n2 p80-81 Feb 1996
ABSTRACT: Profiles a third-/fourth-grade thematic unit developed to introduce students to contemporary global society and its economic and environmental interdependence. The unit simulates a trip to foreign countries and integrates mathematics, music, art, and language. Various assignments are included in the student's portfolio. (MJP)
DESCRIPTORS: *Cultural-Awareness; *Global-Education; *Interdisciplinary-Approach; *Social-Studies; *Thematic-Approach; Art-Activities; Elementary-Education; Foreign-Countries; Global-Approach; Grade-3; Grade-4; Learning-Activities; Portfolio-Assessment; Teaching-Methods; World-Geography; Writing-Assignments

EJ557617
Carlson,-Helen-L.; Holm,-Carol
Children's Center for Global Understanding: A Model of International Education for Fifth Graders and Elementary Teacher Education Students.
Southern-Social-Studies-Journal; v23 n1 p3-10 Fall 1997
ABSTRACT: Describes the work of the Children's Center for Global Understanding in Duluth, Minnesota. The purpose of the center is to provide upper elementary pupils, teachers, teacher education students, and university professors with resources, curriculum, and support. The center emphasizes environmental issues, human rights, justice, and the understanding of world cultures. (MJP)
DESCRIPTORS: *Cultural-Pluralism; *Curriculum-Study-Centers; *Educational-Resources; *Global-Education; *Instructional-Materials; *Teacher-Education; Curriculum-Enrichment; Elementary-School-Curriculum; Experiential-Learning; Global-Approach; Grade-5; Higher-Education; Intermediate-Grades; Social-Studies; Student-Projects; Student-Research; Teacher-Education-Programs; World-Affairs

ED407313
Manthey,-Cynthia-M.
With Respect for Others: Activities for a Global Neighborhood.
Humanics Learning, 1482 Mecaslin Street, N.W., Atlanta, GA 30309 (paperback: ISBN-0-89334-241-6; library binding: ISBN-0-89334-247-5).
EDRS Price: MF01 Plus Postage. PC Not Available from EDRS.
ABSTRACT: This volume contains primary theme units to be used by early childhood teachers to foster children's sense of respect for self, others, and the world. Several multicultural units are presented along with units on sensory awareness and self-esteem. The intent of the book is to inspire teachers to incorporate multiculturalism into their lessons on an ongoing basis. The 10 units contain 117 different activities. The units focus on: (1) "Self Empowerment & Self-Esteem"; (2) "African Cultural Aspects"; 3)"Mexican Cultural Aspects"; (4) "French Cultural Aspects"; (5) "Amish Cultural Aspects"; (6) "Touch"; (7) "Taste"; (8) "Hearing"; (9) "Smell"; and (10) "Sight." An appendix contains general multicultural resources, resources for each unit, and related resource books. (EH)
DESCRIPTORS: *Global-Education; *Multicultural-Education; *Self-Concept; *Self-Esteem; *Sensory-Experience; *Social-Studies; Early-Childhood-Education; Elementary-Education; Empowerment-; Human-Dignity; Sensory-Training

ED410149
McGinnis,-James
Educating for Peace and Justice: Religious Dimensions, K-6. 8th Edition.
Institute for Peace and Justice, St. Louis, MO.
1993
Available from: Institute for Peace and Justice, 4144 Lindell Boulevard, #124, St. Louis, Missouri 63108; Telephone: 314-533-4445.
For the 7-12 guide, see ED 392 723.
EDRS Price: MF01/PC05 Plus Postage.
http://orders.edrs.com/members/sp.cfm?AN=ED410149
ABSTRACT: This revised teacher's manual focuses on the need to develop compassionate concern in students if they are to be moved to action. The 12-step processes in the 8 units promote a personal relationship or friendship with the persons or groups involved. The units include: (1) "Of Dreams and Vision"; (2) "Interpersonal Peacemaking/Reconciliation"; (3) "Reconciliation—Turning Enemies and Strangers into Friends"; (4) "Interracial Reconciliation"; (5) "International Reconciliation: Dealing with Violence and War"; (6) "International Reconciliation: Global Interdependence"; (7) "Solidarity with the Poor"; and (8) "Becoming Friends with the Earth". Other special sections are "Helping Children Become Peacemakers: A Special Process"; "'A Methodology for Educating for Peace and Justice'"; and "'We Are a Rainbow People'" with music and directions for making paper cranes. (EH)
DESCRIPTORS: *Ethical-Instruction; *Ethics-; *Global-Education; *Peace-; *Religious-Education; *Social-Studies; Elementary-Education; Justice-; Multicultural-Education; Prosocial-Behavior; Service-Learning; Social-Change; Social-Values; Teaching-Guides

ED387424
Belanus,-Betty-J.; Kerst,-Catherine-H.
Everyone Eats Bread: A Multicultural Unit for First Graders.
1993
EDRS Price: MF01/PC01 Plus Postage.
http://orders.edrs.com/members/sp.cfm?AN=ED387424
DESCRIPTORS: *Food-; *Global-Education; *Multicultural-Education; *Social-Studies Bakery-Industry; Cross-Cultural-Studies; Early-Childhood-Education; Elementary-Education; Grade-1; Grains-Food; Primary-Education; Social-History
ABSTRACT: This multicultural teaching unit was developed and tested with the first grade classes of Glenhaven Elementary School, Wheaton, Maryland. The lessons focus on bread as a common food in the world but explores the many types of bread and its symbolism. The unit is divided into four parts. Part 1, "Introduction to Bread," contains lessons on the following: (1) "What Is Bread?" (2) "Is This Bread?" (3) "What Is Bread Made of?" and (4) "Who Eats Bread? When and Why?" Part 2, "Bread for Every Occasion," includes the following: (1) "Everyday vs. Special Bread Activity"; (2) "Creating Our Own 'Special' Breads

Activity"; (3) "Where Do We Get Bread—A Pretend Bakery Activity"; and (4) "What Else Is Eaten on Bread Fun Day Activity." Part 3, "Let's Visit Bakeries," contains the following: (1) "Orientation in Slides"; (2) "Bakery Field Trip"; and (3) "Follow-up to Visit." Part 4, "Let's Celebrate with Bread—International Bread Fair," includes the following: (1) "Preparation for 'Fair' Activity"; (2) "Bread Fair Discussion"; (3) "Tasting Activity"; and (4) "Writing about Bread." Suggestions for assessments, follow-up activities and a bibliography also are included. (EH)

EJ520475
Elliot,-Ian
At Home in the Global Village.
Teaching-PreK-8; v26 n5 p34-38 Feb 1996
DESCRIPTORS: *Educational-Environment; *Educational-Technology; *Futures-of-Society; *Global-Education; *Magnet-Schools; *Second-Language-Programs; Elementary-Education; Global-Approach; Institutional-Characteristics; Program-Descriptions; Second-Language-Instruction; Second-Language-Learning; Student-Centered-Curriculum
ABSTRACT: Describes Forest Glen Elementary School, a successful K-5 magnet school with an international focus located in suburban Indianapolis. Explains how three components of the curriculum—the foreign-language program, wise use of technology, and child-centered clin...e—are helping prepare students for tomorrow's world. (TJQ)

ED381469
Global Issues in the Elementary Classroom. Revised Edition.
Social Science Education Consortium, Inc., Boulder, CO.; Denver Univ., CO. Center for Teaching International Relations.; Massachusetts Global Education Project, Winchester.
1993
Social Science Education Consortium, Inc., 3300 Mitchell Lane, Suite 240, Boulder, CO 80301-2272.
For a related document, see SO 024 848.
EDRS Price: MF01 Plus Postage. PC Not Available from EDRS.
ABSTRACT: This activity book is the work of classroom teachers and is designed to address the need for global education elementary materials. There are 27 activities, organized into five sections, to help elementary teachers stimulate young students' global awareness and understanding. The activities are presented in a standard format: (1) a brief introduction; (2) a list of objectives; (3) recommended grade level; (4) estimated time required for the activity; (5) a list of needed materials; and (6) step-by-step procedures to complete the lesson. Some activities include suggested follow-up exercises, a bibliography, background information; and masters for student handouts. A list of resources for elementary teachers concludes the book. Section 1, "Introducing the Concept of Global Awareness," includes: (1) "People Puzzles"; (2) "Your Global Home"; and (3) "What Do We Know About...? What Do We Want to Know?" Section 2, "Studying Human Values," include: (1) "Toys and Folk Tales"; (2) "The Wisdom of Proverbs"; (3) "A World of Fiction: Global Insights in Literature"; (4) "Fun is Universal"; (5) "Faster, Stronger, Higher: Values and the Olympics"; and (6) "Education in Two Cultures: A Day in the Life." Flashlights, and Other Systems"; (2) "The World According to..."; (3) "The Conventions on the Rights of the Child"; (4) "Journeys That Made the World Smaller"; (5) "Sharing Our Global Environment"; and (6) "Adventure in Antarctica: A Case Study in Cooperation." Section 4, "Studying Global Issues and Problems," includes: (1) "Identifying Global Issues"; (2) "Population More or Less"; (3) "Protecting Children's Health"; (4) "Refugees"; (5) "Pesticides: A Global Problem"; and (6) "Endangered Species: Why and Where." Section 5, "Studying Global History," includes: (1) "A World of Intervention"; (2) "Migrations: People on the Move"; (3) "Architecture and Global History"; (4) "The Spice of Life"; (5) "The Global Gourmet"; and (6) "The American and French Revolutions!." (EH)
DESCRIPTORS: *Cross-Cultural-Studies; *Elementary-School-Curriculum; *Global-Approach; *Global-Education; *Multicultural-Education; *World-Affairs; Elementary-Education; Instructional-Materials; Interdisciplinary-Approach; Social-Studies; Teaching-Methods

ED392681
Burke,-Betty
Celebrate Our Similarities, Primary.
1995
Teacher Created Materials, Inc., P.O. Box 1040, Huntington Beach, CA 92647 (Order No. TCM 508).
Document Not Available from EDRS.
ABSTRACT: This resource book contains a whole-language, extended thematic unit about the ways in which all people are the same. The book includes the following sections: (1) "Everybody Eats Food"; (2) "Everybody Wears Clothes"; (3) "Everybody Needs a Place to Live"; (4) "Everybody Communicates"; (5) "Everybody Uses Transportation"; (6) "Everybody Goes to School"; (7) "Everybody Likes Stories"; (8) "Everybody Has Games and Toys"; (9) "Everybody Listens to Music"; (10) "Everybody Creates with Arts and Crafts"; (11) "Everybody Celebrates Special Days"; and (12) "Everybody Needs a Friend." The thematic unit has bulletin board ideas, planning guides, curriculum connections, suggested literature, writing ideas, group projects, hands-on activities, research topics, a bibliography, and culminating activities. (EH)
DESCRIPTORS: *Childrens-Literature; *Cooperative-Learning; *Global-Education; *Interdisciplinary-Approach; *Multicultural-Education; *Whole-Language-Approach Active-Learning; Activity-Units; Cooperation-; Humanities-; Integrated-Activities; Intergroup-Relations; Primary-Education; Social-Studies

Fiction about Japan in the Elementary Curriculum

An ERIC Digest by Mary Hammond Bernson

September 1997

For many children, their first view of Japan comes from story books. Those books can entice, delight, inspire further study, and offer glimpses of a world previously unknown. They can foster open-mindedness and an awareness of other ways of thinking and living. For these reasons, selecting accurate and appropriate books has become a primary responsibility of teachers.

The Challenge of Choice

Elementary teachers, often without any formal training about Japan, must make decisions about book purchases that will have a potentially life-long impact on students' attitudes. Choosing books that can meet this challenge has taken on new complexity and significance due to trends both within elementary education and in the world beyond the classroom door. In classrooms across the country, fiction is often the main source of children's information about Japan. Since both pedagogical innovations and inadequateschool budgets have contributed to a decrease in the use of elementary school textbooks, teachers must consider the historical accuracy of the books they choose. Innovations such as the whole language approach to reading, new methods of assessing student learning, the encouragement of diverse and multicultural perspectives, the application of theories of multiple intelligences, and the integration of teaching across the curriculum often mean that a student in the primary grades hears a folk tale from another country, does an art activity based on that culture, uses the metric system in the art project, finds out a bit about the flora and fauna now living there, and writes a letter to an imaginary pen-pal. This kind of integration across the curriculum puts a teacher's choices of fiction at the crossroads of the whole curriculum.

Embedded in this integrated curriculum is the teaching of citizenship. Elementary teachers regularly wrestle with citizenship issues, including the relationship of the individual to the group. Many school districts teach citizenship to children who speak a variety of languages and dialects. A book choice can send either the message that "those kids" come from a weird place, or that those kids have a heritage about which we should know more. Books can stimulate empathy, compassion, and a search for solutions to problems we all face. They can teach us that contacts with others generate both conflict and cooperation. Books of fiction provide a safe place to explore life's troubling issues.

Guide to Selection

Many sources of book recommendations are readily available, including rosters of inners of prestigious awards and the list of "Notable Children's Trade Books" produced annually since 1972 by the National Council for the Social Studies and the Children's Book Council. Reflecting the trend toward using fiction to teach or reinforce content in the social studies, the list now includes annotations about the social studies themes to which each book most closely pertains. The committee evaluates over 200 books each year, selecting only those that meet the highest standards of quality and accuracy in both text and illustration. Teachers can also make informed choices; the following list of questions can serve to guide teachers as they evaluate books for selection:

- Is the book compelling and powerful? Adults expect books to be of high literary quality, or to be a "good read," and children deserve these qualities, too.
- Is the book a folk tale, a retelling of a folk tale, an "original" tale set in ancient times, or something else altogether? You may want to use any of these. Just be aware of what you have. Try to make connections between the past and the contemporary world. Select supplementary materials that reinforce the message that those whose stories took place long ago and far away have descendants about whom we should learn.
- Does the book allow Japanese characters to speak for themselves, or is every voice American? Does the book avoid the assumption that Japanese and Japanese-Americans speak with one voice?
- Is the book accurate? This is a particularly difficult aspect for busy teachers to research, but it is extremely important.

- What claims are made for the book by those who write the dust jacket or the publicity materials? Many "authentic tales" are full of eccentric projections of the fertile imaginations of American authors.

- Is the book free of misconceptions and stereotypes? In addition, if it is one of the few books children will ever see about a country, does it contribute to a broad understanding of that country?

- Is the language well-chosen, well-written, standard English? Some translated materials, as well as some original stories, create false exoticism by word choice, such as using the term "master" when talking about a teacher, instead of simply "Mr." or "Ms."

- On a continuum from exotic to blandly homogenized, where does the book fall? Does it emphasize atypical aspects of a country which are most different from the United States? Or does it err in the other direction, treating all peoples and their cultures as being "just like us?" Pictures often reinforce the extremes, ranging from scary depictions of Asians amidst gratuitous exotic details to series in which all people are painted in the same round-eyed dreamy style, with a generic universal skin tone which looks as if it were chosen by committee.

- Does the book avoid the pitfalls of equating "western" with "modern?" Does it avoid the assumption that traditions are something others have, something that they will give up when they "progress" toward being just like us?

- If the book conveys a moral, is it appropriate to the culture in which the story is set? Think twice about using a book about a little girl, set in long-ago Japan, which conveys a contemporary American self-esteem message in the best tradition of the little engine that could. "I think I can; I think I can" would not have made that little girl a government official. Books that set contemporary American values in Asian settings lead students to assume that everyone shares those values.

Some Favorite Titles

No one book can excel in every way, but the eclectic list below includes personal favorites that lend themselves to effective classroom use.

GRANDPA'S TOWN by Takaaki Nomura. Translated by Amanda Mayer Stinchecum. Brooklyn: Kane/Miller Book Publishers, 1991. This bilingual book, illustrated by the author, follows a young Japanese boy from the city as he visits the town where his grandfather lives.

GRANDFATHER'S JOURNEY by Allen Say. Boston: Houghton Mifflin, 1993. In pictures and prose, this book reflects the emigration of the author's grandfather from Japan to the U.S., and then his return to Japan.

THE LOYAL CAT retold by Lensey Namioka and illustrated by Aki Sogabe. San Diego: Harcourt, Brace and Company, 1995. In this book, papercut illustrations embellish a Japanese folk tale with a moral to convey.

THE MASTER PUPPETEER by Katherine Paterson. New York: Harper Collins, 1989. This is a novel about an apprentice puppeteer swept up in a tumultuous event in Tokugawa-era Osaka.

THE MOON PRINCESS retold by Ralph F. McCarthy and illustrated by Kancho Oda. Tokyo: Kodansha International, 1993. This is an ancient Japanese story with illustrations first published more than 50 years ago.

SADAKO by Eleanor Coerr and illustrated by Ed Young. New York: The Putnam Publishing Group, 1997. This version of the favorite story of the thousand paper cranes is especially for young readers.

References and ERIC Resources

The following list of resources includes references used to prepare this Digest. The items followed by an ED number are available in microfiche and/or paper copies from the ERIC Document Reproduction Service (EDRS). For information about prices, contactEDRS, 7420 Fullerton Road, Suite 110, Springfield, Virginia 22153-2852; telephone numbers are (703) 440-1400 and (800) 443-3742. Entries followed by an EJ number, annotated monthly in CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE), are not available through EDRS. However, they can be located in the journal section of most larger libraries by using the information provided or requested through Interlibrary Loan.

"1996 Notable Children's Trade Books in the Field of Social Studies." SOCIAL EDUCATION 60, no. 4 (April-May 1996): 1-16. Updated annually, an annotated bibliography keyed to social studies themes. EJ 530 101.

Bernson, Mary Hammond and Linda S. Wojtan, eds. TEACHING ABOUT JAPAN: LESSONS AND RESOURCES. Bloomington, IN: Social Studies Development Center, 1996. A collection of K-12 lesson plans and a guide to resources on Japan. ED 401 223.

COOPERATION IN JAPAN. Stanford, CA: Stanford Program on International and Cross-Cultural Education (SPICE), 1990. A teaching unit that demonstrates how fiction, in this case a Japanese children's story, can be used to teach an important concept about a country.

Gluck, Carol and Others. JAPAN IN A WORLD CULTURES SOCIAL STUDIES CURRICULUM: A GUIDE FOR TEACHERS. New York: Columbia University East Asian Institute, 1989. A curriculum unit designed for ninth grade and based on a unit of 15-20 class periods focusing on six themes. A timeline, maps, and a list of audio-visual materials are included. ED 332 937.

KAMISHIBAI FOR KIDS. A bilingual collection of Japanese stories, traditional and contemporary, presented on over-sized picture cards for group viewing. Each story comes with a teacher's guide. P.O. Box 20069 Park West Station, New York, NY 10025-1510. Tel. (212) 662-5836.

RABBIT IN THE MOON: FOLKTALES FROM CHINA AND JAPAN. Stanford, CA: SPICE, 1979. This is a collection of folk tales and guidance for the teacher concerning ways to use the stories to deepen students' understanding. ED 399 207.

DESCRIPTORS: Area Studies, Childrens Literature, Elementary Education, Foreign Countries, Global Education, Multicultural Education, Social Studies
IDENTIFIERS: ERIC Digests, Japan, Trade Books

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Mary Hammond Bernson is the Associate Director of the East Asia Center at the University of Washington. She has directed six travel-study programs for K-12 educators, and is the co-editor of "Teaching About Japan: Lessons and Resources." She has published an article in "Education About Asia" that treats broadly the use of fiction in teaching about other peoples and cultures. See the Spring 1997 issue, pages 37-39.

AVAILABLE FROM: ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408; phone: 800-266-3815.

Middle and High School

EJ578545
Anderson,-Charlotte-C.; Brumbaugh,-Steven; Drankwalter,-Erin; Hemmer,-Scott; Myers,-Michael; Podkul,-Joann
Making Global Connections in a Chicago Classroom.
Social-Education; v62 n5 p286-88 Sep 1998
ABSTRACT: Discusses the development at Bowen High School (Chicago, IL) of firsthand experiences to create connections for students between their local and global worlds. Outlines the course, explains specific projects, and discusses links between the classroom and community. Includes a list of helpful teaching resources. (DSK)
DESCRIPTORS: *Global-Education; *International-Relations; *Multicultural-Education Course-Descriptions; Educational-Resources; Geography-Instruction; High-Schools; Instructional-Materials; School-Community-Relationship; Social-Studies

ED422256
Lamy,-Steven-L.; and-others
Teaching Global Awareness with Simulations and Games. Grades 6-12.
Denver Univ., CO. Center for Teaching International Relations.
1994
Available from: Center for Teaching International Relations, Graduate School of International Studies, 220 S. Gaylord Street, University of Denver, Denver, CO 80208-0268 ($29.95).
For earlier edition, see ED 214 838.
EDRS Price: MF01 Plus Postage. PC Not Available from EDRS.
ABSTRACT: This book was designed with activities for students in grades 6-12. The activities are to increase student awareness about the world and the interconnectedness of its people. Each section contains numerous activities. Section titles include: (1) "Introduction"; (2) "Development and Technology"; (3) "World Trade and Interdependency"; (4) "Politics"; and (5) "Human Rights." A sources section provides additional information for study. (EH)
DESCRIPTORS: *Educational-Games; *Global-Education; *Multicultural-Education; *Simulation-; Cultural-Awareness; Culture-; Development-; Foreign-Countries; Intermediate-Grades; Junior-High-Schools; Social-Studies

ED381470
Johnson,-Jacquelyn; and-others
Global Issues in the Middle School Grades 5-8. Third Edition.
Social Science Education Consortium, Inc., Boulder, CO.; Denver Univ., CO. Center for Teaching International Relations.; Massachusetts Global Education Project, Winchester.
1994
Social Science Education Consortium, Inc., 3300 Mitchell Lane, Suite 240, Boulder, CO 80301-2272.
For related document, see SO 024 847.
EDRS Price: MF01 Plus Postage. PC Not Available from EDRS.
ABSTRACT: This activity book contains 27 activities designed to help teachers address the goal of including global education in their classrooms. The activities, organized into five sections, are presented in a standard format of: (1) a brief introduction; (2) a list of objectives; (3) an estimate of required time for the activity; (4) list of needed materials; and (5) step-by-step procedures for the activity. Some activities include suggested follow-up exercises, a list of resources, background information, and masters for student handouts. A list of resources concludes the book. Section 1, "Introducing the Concept of Global Awareness," includes: (1) "Global Connections"; (2) "The Global Kid"; and (3) "What Do We Know About...? What Do We Want to Know?" Section 2, "Studying Human Values," includes: (1) "What are 'American Family Values'?" (2) "Special Ways with Holidays"; (3) "Religion and Values"; (4) "The Trees of Life"; (5) "World Music"; and (6) "Creating Culture Wheels." Section 3, "Studying Global Systems," includes: (1) "What Is a System?" (2) "They've Got the Whole World in Their Hands"; (3) "The Rights of Indigenous Peoples"; (4) "The Communications Network"; (5) "Sharing Our Global Environment"; and (6) "Adventure in Antarctica: A Case Study in Cooperation." Section 4, "Studying Global Issues and Problems," includes: (1) "Global and Local Issues A Survey"; (2) "Biodiversity"; (3) "Democracy at the Turn of the Century"; (4) "Refugees: Has the Welcome Mat Been Pulled?" (5) "Poverty and Population"; and (6) "Sustainable Development." Section 5, "Studying Global History," includes: (1) "Historical Relations"; (2) "The Family Tree of a Language"; (3) "The Spice of Life"; (4) "Potato Power: How One Food Changed the World"; (5) "The Nobel Peace Prize: Conflict in the 20th Century"; and (6) "Humankind's Better Moments." (EH)
DESCRIPTORS: *Global-Approach; *Global-Education; *Interdisciplinary-Approach; *Middle-Schools; *Multicultural-Education; *Social-Studies; Cross-Cultural-Studies; Intermediate-Grades; Junior-High-Schools; Teaching-Methods

ED422257
Byrnes,-Ronald-S.
Exploring the Developing World: Life in Africa & Latin America.
Denver Univ., CO. Center for Teaching International Relations.
1993
Center for Teaching International Relations, Graduate School of International Studies, 220 S. Gaylord Street, University of Denver, Denver, CO 80208-0268 (14.95).
EDRS Price: MF01 Plus Postage. PC Not Available from EDRS.
ABSTRACT: This book was designed with activities for students in grades 9-12. The activities are to increase student awareness about the developing African nations and the Latin American states. Each section contains numerous activities. Section titles include: (1) "Introduction"; (2) "Introductory Activities"; (3) "African Activities"; (4) "Latin American Activities"; and (5) "Concluding Activity." (EH)
DESCRIPTORS: *African-History; *African-Studies; *Global-Education; *Latin-American-History; African-Culture; Cultural-Awareness; Culture-; Developing-Nations; Foreign-Countries; Latin-American-Culture; Multicultural-Education; Secondary-Education; Social-Studies

ED390731
Steinbeck,-Reinhold
Nationalism and Identity in a European Context. A Curriculum Unit for History and Social Studies Recommended for Grades 9-Community College.
Stanford Univ., CA. Stanford Program on International and Cross Cultural Education.
1993
Stanford Program on International and Cross-Cultural Education, Institution for International Studies, Littlefield Center, Room 14, 300 Lasuen Street, Stanford, CA 94305-5013.
Cover title varies.
EDRS Price: MF01 Plus Postage. PC Not Available from EDRS.
ABSTRACT: This unit is designed to help students better understand the concept of nationalism and the powerful influence it has on group sentiments today. Nationalism can be a positive or negative force, providing avenues for either inclusion or exclusion of peoples. The unit focuses on the basic concepts of nationalism and identity by drawing upon historic and contemporary examples. Working definitions of nation, state, nation-state, sovereignty, and identity, will be developed through the exercises and readings. The changing geography of Europe as influenced by national and ethnic interests will be used as a vehicle to explore these concepts. The four lessons focus on the following: (1) "Identity—'Us' versus 'Them'"; (2) "Inside Europe"; (3) "From 'Rabble' to 'Nation'—The Emergence of Nationalism"; and (4) "Slugonia—Conflict in a Multinational State." (EH)
DESCRIPTORS: *Ethnicity-; *Global-Education; *Identification-Psychology; *Multicultural-Education; *Nationalism-; *Political-Divisions-Geographic; Cultural-Awareness; Ethnic-Groups; Foreign-Countries; Foreign-Policy; Group-Unity; Perspective-Taking; Political-Attitudes; Secondary-Education; Social-Studies

Higher education

ED382134
Goodman,-Louis-W.; and-others
Undergraduate International Studies on the Eve of the 21st Century.
Association of Professional Schools of International Affairs, Washington, DC.
1994
Association of Professional Schools of International Affairs, 2400 N St., N.W., Washington, DC 20037 ($4 plus shipping and handling).
EDRS Price MF01/PC05 Plus Postage.
http://orders.edrs.com/members/sp.cfm?AN=ED382134
ABSTRACT: This study seeks to examine the manner and extent to which the United States' leading higher education institutions are adapting their undergraduate international studies and area studies degree programs to the realities of the post Cold War world. The study used data provided by a 1994 survey of nearly 800 undergraduate international and area studies degree programs and recommends steps to strengthen these programs and make them more responsive to the demands of the 21st Century. The study looked at a wide range of programs including 171 international studies degree programs and 102 degree programs focused on specific geographic areas of the world. Also included were case studies of 10 progressive programs that offer innovative curricula and teaching. Analysis found trends that show modest but significant alterations to undergraduate international studies and area studies curricula, robust growth in undergraduate international and area studies degree programs, and increases in the number of courses within disciplines and specializations and in student enrollments. Recommendations that arose from the findings include 22 suggestions for international and area studies programs, 3 recommendations for the higher education community, and 5 recommendations for further study. Appendixes contain a list of survey respondents, the survey instruments, a list of participants at a related workshop, and a selected bibliography. (Contains 70 references.) (JB)
DESCRIPTORS: *Area-Studies; *Curriculum-Development; *Global-Education; *International-Studies; *Undergraduate-Study; Colleges-; Curriculum-Design; Educational-Innovation; Educational-Trends; Higher-Education; Instructional-Innovation; Intellectual-Disciplines; National-Surveys; Program-Descriptions; Universities-

ED440610
Cornwell,-Grant-H.; Stoddard,-Eve-W.
Globalizing Knowledge: Connecting International & Intercultural Studies. The Academy in Transition.
Association of American Colleges and Universities, Washington, DC. Program on the Status and Education of Women.
1999
Association of American Colleges and Universities, 1818 R Street, NW, Washington, DC 20009. Web site: http://www.accu-edu.org.
EDRS Price: MF01/PC03 Plus Postage.
http://orders.edrs.com/members/sp.cfm?AN=ED440610
ABSTRACT: This is the fourth in a series of occasional papers that analyze the changes taking place in U.S. undergraduate education. This essay examines two streams of reform on the campus and in the curriculum—internationalization and diversification—and suggests that these separate movements must come together in a new paradigm of higher education in which diversity would be taught as the historical result of multiple overlapping diasporas created by the evolving process of globalization. Concomitantly, an understanding of deeply different cultural and political perspectives from outside the United States would develop the intercultural skills students will need in an increasingly diverse and globally interdependent nation. Part 1 of the paper, "Separate Streams: The Legacy of American Exceptionalism," focuses on the internationalization of U.S. higher education, diversity, reconceptualizing identities and locations, globalization, diasporas, interculturalism, and positionality (identity politics). Part 2, "Educational Goals for U.S. Students in the Twenty-first Century," offers four interrelated goals that follow from the changes identified in part 1: understanding diverse cultures; developing intercultural skills; understanding global processes; and preparing for local and global citizenship. (Contains 56 references and 6 endnotes.) (CH)
DESCRIPTORS: *Cultural-Differences; *Cultural-Pluralism; *Educational-Change; *Global-Education; *Multicultural-Education; *Undergraduate-Study; Cross-Cultural-Studies; Cultural-Awareness; Cultural-Interrelationships; Higher-Education; Intercultural-Programs

EJ591737
Korbel,-Linda-A.
Libraries: The Gateway to Essential Resources for Global Education.
Community-and-Junior-College-Libraries; v8 n2 p5-11 1999
ABSTRACT: Asserts that the increasing imperative to prepare students to be globally competitive has increased the importance of the link between community college faculty and their library colleagues. Many of the information resources that facilitate course development use information technology to provide substance and access points for faculty and students. Outlines a number of directions for this collaboration. (VWC)
DESCRIPTORS: *Community-Colleges; *Global-Education; *Librarian-Teacher-Cooperation; *Librarians-; *Teacher-Role; Academic-Libraries; Cooperative-Planning; Educational-Change; Information-Technology; Library-Role; Two-Year-Colleges

EJ517296
McLaughlin,-Charles-H., Jr.
Implications of Global Change: Technology Education's Role.
Technology-Teacher; v55 n5 p14-18 Feb 1996
ABSTRACT: Describes an activity in which students in a technology teacher education program study the transportation system of the United States and compare it to those of other countries. (JOW)
DESCRIPTORS: *Educational-Change; *Global-Approach; *Global-Education; *Technology-Education; *Transportation-; Foreign-Countries; Higher-Education

ED409763
Keith,-Kent-M.
Global Education and International Students.
1992
Paper presented at the Spring Conference of the National Association of Foreign Student Advisors (Honolulu, HI, May 1, 1992).
EDRS Price: MF01/PC01 Plus Postage.
http://orders.edrs.com/members/sp.cfm?AN=ED409763
DESCRIPTORS: *College-Students; *Foreign-Students; *Global-Education; *Institutional-Role; *International-Educational-Exchange; Cultural-Awareness; Educational-Attitudes; Elementary-Secondary-Education; Exchange-Programs; Foreign-Countries; Foreign-Student-Advisers; Higher-Education
ABSTRACT: This paper discusses trends in global education and the role of international students in American universities. It reviews trends leading to greater global understanding, such as increased foreign travel and the rise of a transnational economy, and outlines the importance of global education in a rapidly shrinking world. The paper goes on to discuss the importance of infusing global awareness in elementary, secondary, and postsecondary schools, noting the work of the East-West Center's Consortium for Teaching Asia and the Pacific in the Schools in Hawaii. It reviews the activities of Chaminade University in Honolulu, Hawaii, in promoting foreign travel and study in Japan by students and faculty, along with the author's own experiences as a foreign student in England and Japan. The paper then discusses the need to integrate international students into the campus and community, make sure that international student advisors do not become the sole point of contact with the university for international students, and the need to treat each international student as an individual. International student advisors must promote awareness and implement training for faculty and staff regarding issues affecting international students. (MDM)

ED407958
Educating for the Global Community: A Framework for Community Colleges. Report of a Conference Sponsored by the American Council on International Intercultural Education and the Stanley Foundation (Warrenton, VA, November 15-17, 1996).
Stanley Foundation, Muscatine, IA.; American Council on International Intercultural Education, Des Plaines, IL.
1997
EDRS Price: MF01/PC02 Plus Postage.
http://orders.edrs.com/members/sp.cfm?AN=ED407958
ABSTRACT: Summarizing results from a 3-day conference on community colleges and globally competent learners, this report presents participants' conclusions regarding the colleges' role in producing globally competent learners. Following introductory sections, a definition is provided of globally competent learners, suggesting that they are empowered by the experience, are committed to lifelong learning, are aware of diversity, recognize global interdependence, are capable of working in diverse teams, and accept responsibility for world citizenship. Requirements for establishing effective global education efforts at colleges are then reviewed, including obtaining commitment from top administrators, implementing global education as an integral component of the mission, conducting a needs assessment for local businesses, allocating resources, and providing support and student services. The current status of global education in community colleges is then reviewed, examining partnerships, faculty development, curriculum enhancement, and diversity, and forces hindering attempts to globalize are reviewed related to attitudes, practices, priorities, and marketing. Strategies are then provided for countering these obstacles and for beginning or expanding globalization efforts. Finally, suggestions for advancing global education beyond the campus are addressed. A list of participants is included. Appendixes provide welcoming remarks by Richard H. Stanley; "Connectedness, Community, and Stardust," the opening address by Margaret B. Lee; and a list of global competencies. (HAA)
DESCRIPTORS: *Change-Strategies; *College-Role; *Global-Education; *Lifelong-Learning; *Program-Development; Community-Colleges; Conference-Proceedings; Cultural-Pluralism; Curriculum-Development; Educational-Needs; Institutional-Mission; Role-of-Education; Two-Year-Colleges

EJ608981
Grady,-Karen
Textual Practices and Global Understanding: The Necessity for a Critical Reading.
International-Journal-of-Social-Education; v13 n2 p56-65 Fall-Win 1998-1999
ABSTRACT: Examines global perspective of university students studying Russian regarding the country of Russia and its people, while also investigating the development of cultural consciousness of high school students who had been exposed to information about Russia and the former Soviet Union through social studies courses. (CMK)
DESCRIPTORS: *Cultural-Awareness; *Global-Education; *Ideology-; *Student-Attitudes; *Textbooks-; College-Students; Foreign-Countries; High-School-Students; Popular-Culture; Questionnaires-; Second-Language-Instruction; Secondary-Education; Social-Studies

ED402818
College Influence on Student Intentions toward International Competence. ASHE Annual Meeting Paper.
English, Susan Lewis
1996
ABSTRACT: This study attempted to test the concept of international competence as a construct and to estimate the extent to which college experience predicts variance on student intentions toward international competence. Relying on Lambert's model of global competence, the study tested five components of international competence for validity and reliability as a single construct. These five components were world knowledge, foreign language proficiency, empathy for other cultural viewpoints, approval of foreign people and cultures, and ability to practice one's profession in an international setting. Interviews with 22 college students preceded the design and administration of a survey to seniors (N=449) in business, engineering, and arts and sciences at one American research university. The International Competence Intention Index was created through factor analysis. It was found that psychosocial factors of perceived opportunity, self-efficacy, social influence, and liberal values directly predicted intention. Gender was an indirect predictor of intention, with women scoring significantly higher than men, based on higher self-efficacy beliefs reported by women. College experience, travel during college and the field of study also predicted intention indirectly. Race/ethnicity, parental education, pre-college international experience, and school of enrollment were not found to have either direct or indirect effects on intention. (Contains 34 references.) (PRW)
DESCRIPTORS: College Students; *Cross Cultural Training; *Cultural Exchange; *Global Approach; Global Education; Higher Education; Models; *Outcomes of Education; Overseas Employment; Second Language Learning; *Student Attitudes; *Student Educational Objectives; Student Exchange Programs

ED388165
Educating Americans for a World in Flux: Ten Ground Rules for Internationalizing Higher Education.
1995
ABSTRACT: This document, developed by the Commission on International Education of the American Council on Education, stresses the importance of students developing the competence to function effectively in a global environment and the need for state and local governments and the private sector to support higher education's efforts toward this goal. Following an introductory section, the goals and benefits of international education are identified. Most of the booklet lists and explains the following 10 ground rules for internationalizing institutions: (1) require that all graduates demonstrate competence in at least one foreign language; (2) encourage understanding of at least one other culture; (3) increase understanding of global systems; (4) revamp curricula to reflect the need for international understanding; (5) expand study abroad and internship opportunities for all students; (6) focus on faculty development and rewards; (7) examine the organizational needs of international education; (8) build consortia to enhance capabilities; (9) cooperate with institutions in other countries; and (10) work with local schools and communities. An attachment lists Commission members. (DB)
DESCRIPTORS: Cooperative Programs; Curriculum Development; *Educational Objectives; Faculty Development; Futures (of Society); *Global Approach; Government Role; Graduation Requirements; Higher Education; *International Education; Multicultural Education; Student Educational Objectives

Preparing for a Global Community: Achieving an International Perspective in Higher Education

An ERIC Digest by Sarah M. Pickert

August 1992

With the world integrated by economics, communications, transportation, and politics, Americans increasingly see that they live and work in a global marketplace of goods, services, and ideas. Policy makers and the public want educational programs to reflect the international ties that bind people as they bind nations. Colleges and universities must produce graduates who know other cultural histories, languages, and institutions. American institutions must work harder to broaden understanding of world events by offering the perspectives of other cultures.

The challenge to educators is to deliver graduates who are competent not only to function professionally in an international environment, but who are equipped to make personal and public-policy decisions as citizens of an international society.

American higher education is meeting this challenge in many ways. Some institutions include their goals for international education in campuswide strategic plans. Others incorporate comparative and international assessments into individual disciplines. Core curricula are being altered to ensure that all students know more about the languages and cultures of other countries. Faculty-development opportunities are being created to help implement these changes. American students are being encouraged to study abroad, and foreign and American students with international experiences are being asked to bring their backgrounds to the fore.

Administrators are devising new structures for coordinating increased international activities. Many institutions are joining consortia to work on international projects with local, national, and international businesses and organizations; such programs increasingly are planned and assessed in a multinational context.

For consistent reference, the term "international higher education" represents international relations (study of relations among countries), area studies (study of particular regions of the world), foreign languages and cultures, comparative and international approaches to individual disciplines, and environmental, global, or peace studies, which examine issues affecting more than one nation. These education efforts can extend to every discipline and professional school, weaving together academic institutions, private nonprofit entities, businesses, local and national governments, and public and private international organizations.

In the 1990s, higher education has had to adjust to a more competitive world economy, increased access to and interest in the world at large, and globe-spanning electronic databases and computer networks. The decentralized nature of American higher education allows state and private institutions to make contact with educators abroad, bring curricula into consonance with job requirements, and devise ways to carry out the international aspects of institutional missions. But other nations view international education differently. Shaped by geography and history, national concerns guide the responses of these countries to the content and form of international education. As colleges and universities worldwide expand joint educational endeavors, they influence one another's views of and participation in this field.

How is International Education Included in Curricula?

Once focused on improving the international expertise of language majors and foreign-affairs experts, American colleges and universities now strive to teach all students about other countries and cultures. Language is not being ignored; standards for language proficiency are being tightened, and requirements for languages and study or work abroad are cropping up in professional programs. On the wider scale, institutions are revising general-education courses; for example, nonwestern countries get broader coverage in history and civilization courses. Depth and breadth of curricular applications vary, but this trend is evident among two-year, four-year, and graduate programs.

Throughout the curriculum, faculty are including material from other countries—books, films, videos, music, newspapers, even live satellite broadcasts. A few institutions

make academic experience gained abroad part of the domestic curriculum by requiring enrollment in seminars, research work, or demonstrations of bilingual proficiency. Some offer certificates or joint degrees to students who complete a series of such courses.

It also is possible to have an international experience without leaving the classroom, thanks to advances in computer and satellite communication. American students now can interact directly with their counterparts throughout the world. Efforts to merge educational databases might improve access to research or curricular activities in other countries.

Who Studies Abroad?

More students in higher education are studying outside their home countries. In European Community nations, student mobility is increasing; an ERASMUS project goal is to enable by 1992 at least 10 percent of EC students to acquire academic training in another member state. Educators and administrators at U.S. institutions want to match this goal, increasing the diversity of students who participate and the number of countries offered as choices.

In a major U.S. government initiative, the National Security Education Act of 1991 tripled federal spending on undergraduate study abroad. The law provides more money for overseas graduate research and grants to support programs in international and area studies and foreign languages.

Analyzing study abroad from a cross-national perspective, institutions can compare the experiences of American students abroad with study-abroad programs sponsored by other countries.

The United States draws more foreign exchange students than any country, but the numbers and destinations of foreign students are shifting (Chandler 1989). Asian students, who make up the majority of foreign students enrolled in U.S. institutions, are being wooed with some success by Australia, Japan, and other nations.

How is International Education Administered?

Amid dramatic budget reductions, U.S. campuses are fielding demands for a curriculum more deeply infused with international and multicultural components, for greater access to study abroad, and for closer cooperation with multinational businesses. Institutions are deepening ties to institutions in other countries, coordinating programs through international-studies offices or campuswide committees, and cooperating with state and regional consortia (Anderson 1988).

At the international level, U.S. representatives are working with EC and United National Educational, Scientific, and Cultural Organization (UNESCO) authorities to standardize educational credential reporting, licensing, and certification. In a gesture likely to bring more students across more borders, these bodies are trying to ease student mobility across national educational systems and develop databases to facilitate exchange of needed information (European Center for Higher Education 1987). The EC leads efforts to create a comprehensive structure to administer international higher education. As higher education follows other industries into the global market, governments are looking with increased regulatory fervor upon joint educational business ventures (Chambers and Cummings 1990).

How Can Faculty and Administrators Improve International Education?

The first step is to define the term. Clarify its meaning on your campus. Raise the concept on campus; see if "international education" as you understand it is backed by institutional policies toward international and foreign-language studies, foreign students, and faculty development.

Curriculum. Consider the extent to which your institution exposes students to other languages and cultures. Are international elements available even in professional schools? Do students acquire the foreign-language proficiency demanded in their chosen fields? Do all students get the chance to study abroad and to use that experience in later course work? Compare your institution's offering with those of colleges and universities in other countries.

Participants. Widen opportunities for international contact by reducing barriers to foreign study created by scheduling and academic requirements. Bring foreign students and teachers to the United States, and use international satellite and telecommunications in the classroom. Examine your own program in light of the efforts of other countries to send and receive students from abroad.

Administration. Evaluate structures that help or hinder international activities. Does a campuswide strategy exist to promote such efforts? Does a comprehensive document report these activities? Are measures of progress adequately communicated to the campus? Are course offerings, faculty hirings, and grant proposals coordinated with other institutions in your community, state, or region? Consider how other countries administer programs and how you might coordinate your efforts on an international scale.

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DESCRIPTORS: College Administration, College Faculty, College Second Language Programs, Cultural Awareness, Curriculum Development, Educational Objectives, Educational Planning, Exchange Programs, Foreign Culture, Foreign Students, Higher Education, International Education, Multicultural Education, Student Mobility, Study Abroad, Undergraduate Study

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NOTE: For the full length report, see HE 025 868.
AVAILABLE FROM: Publications Department, ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1186 ($1).

Crossing Pedagogical Oceans: International Teaching Assistants in U.S. Undergraduate Education

An ERIC Digest by Rosslyn M. Smith and Others

December 1992

Changing scientific and technical education demographics have led in the late 20th century to the appointment of significant numbers of international students as graduate teaching assistants at U.S. institutions. Many American students turn to careers that do not require graduate study. Research universities have learned that international students often are outstanding graduate students—and they sometimes are better prepared in mathematics and other scientific and technical areas than their American peers.

For many U.S. students, parents, and academic and political leaders, the demographic change is viewed as part of the crisis in undergraduate education, the overvaluing of graduate education, and the research function of the university and its faculty. Critics call for the use of regular full-time faculty in undergraduate courses rather than graduate teaching assistants.

For other educators and political leaders, the increased use of international teaching assistants (ITAs) implies a deflection of funding from American minority students. These critics support the use of graduate teaching assistants but would replace international students with American minority students.

The debate about the basic purposes and methods of the research university continues as institutions appoint ITAs to teach undergraduate courses. Although institutions may be interested in international exchange, the primary reason for selecting ITAs is the continuing shortage of qualified American students.

What is the Legislative and Academy Response to Complaints About the Use of ITAS in Undergraduate Education?

In the 1970s and early 1980s, student complaints about ITAs appeared in articles in campus and national newspapers. These complaints led some parents to pressure legislators and university administrators to take action to "do something" about the "international TA problem."

Since 1992, 18 states either have passed laws or implemented system-wide mandates to assess the language skills of ITAs. Some of these mandates also require ITAs to complete training programs or short courses to develop language and pedagogical skills. The academy, in turn, has responded by addressing this issue in professional meetings, journals, workshops, and seminars, and by establishing specialized programs for ITAs.

What Program Models Address the Training Needs of ITAS?

Although the specific features of individual programs vary widely, many fit the typology that categorizes ITA programs as orientation, pre-term, or concurrent. Orientation programs are the shortest—lasting one to five days—and focus on the immediate survival and instructional needs of the ITAs. Pre-term models last from two to eight weeks in the summer preceding the fall term and are intensive in nature. Concurrent programs occur during the regular terms but are not normally intensive. Pre-term and concurrent programs generally address aspects of communicative competence by including instruction in language skills, pedagogical skills, cross-cultural issues, and microteaching practice. Some programs focus on the discipline-specific as well as the cross-disciplinary needs of ITAs. No single design is the best for all institutions; the most effective programs take into account a thorough understanding of the structure, culture, and needs of the institution.

What Assessment Instruments Are Used to Screen and Evaluate ITAS?

Faculty and teaching assistants for years have been evaluated using various instruments such as student evaluations, peer evaluations, and self-evaluations. However, it is apparent that additional or modified instruments are needed to assess the linguistic and pedagogical skills of ITAs. These new or modified instruments include (1) commercially produced tests such as the Test of Spoken English and its locally administered version, the SPEAK test, (2) oral interviews, (3) oral communicative performance tests, and (4) teaching simulations. One or more of these

instruments often are used to screen prospective ITAs prior to training, at the conclusion of the training program, or to "certify" for the classroom.

ITA programs are evaluated using several techniques, including:

- Students' evaluations;
- Surveys of ITA training program participants and staff;
- Surveys of the ITAs' department heads or supervisors;
- Evaluations of the amount of progress made by students of the ITAs as measured by course grades.

What Type of Research Has Supported and Informed ITA Training Program Design and Content?

Research in the form of dissertations and other quantitative and qualitative studies has focused on the areas of pronunciation, effective teaching, ITA training programs, the tasks ITAs perform, and the concerns of ITAs. Although this research has informed program design and implementation, many gaps exist within the knowledge base.

The research studies provide a relatively consistent pattern of factors related to ITA pronunciation and effective teaching behaviors, showing that pronunciation is only one of many factors influencing communication between ITAs and U.S. undergraduates. However, a broad spectrum of research is needed in the following additional areas:

1. The characteristics of the undergraduate classroom, including topics related to the effects on students of internationalization and multiculturalism in the classroom, the level of English proficiency necessary for effective instruction, and the effectiveness as teachers of ITAs compared to U.S. TAs.

2. Methods and materials that facilitate successful ITA training and assessment, including specific curricular components of training programs, the appropriateness of the testing systems and instruments that evaluate the linguistic, pedagogical, and cultural knowledge of ITAs, and the selection of assessment instruments that best fit a specific training program.

3. The personal and professional results of training for international graduate students themselves, including the possible "Americanization" of the ITAs, and the cultural adjustment processes or internal conflicts experienced by the ITAs during their training program and subsequent classroom experiences.

4. The features of effective intercultural orientation for U.S. undergraduates, including their orientation to different cultures, to cultural and pedagogical differences in classroom dynamics, to strategies for more effective learning from an ITA, and studies on how U.S. undergraduates might change over time as a result of exposure to ITAs and/or exposure to intercultural orientation.

5. Appropriate assessment and training for international faculty members, including the collection of data on how many non-native speakers of English now teach in U.S. colleges and universities and what subjects they teach, the characteristics of their relationships with undergraduates compared to those developed between ITAs and their undergraduate students, the political and legal ramifications of training and assessment for international faculty, and the nature of the assessment and training that should be made available to international faculty.

6. Policy planning issues, including how institutions define and identify ITAs, the impact of ITA training and assessment on institutional goals for internationalization and multiculturalism, strategic planning regarding the future role of ITAs in undergraduate instruction, and funding for assessment and training.

How Can University Administrators Support the Development and Implementation of ITA Training and Assessment Programs?

A successful ITA training program depends in large measure upon the quality and quantity of administrative support it receives. Administrators can support ITA training programs by (1) developing clearly defined, fair policies for assessing ITAs and implementing and enforcing these programs; (2) providing stable and adequate funding for the programs; and (3) supporting scholarship focusing on the various issues raised by ITA assessment and training.

Additionally, administrators should recognize and respect the needs and rights of ITAs as well as the undergraduate students they teach. Top administrators also must articulate both within and outside of the university community a balanced view of ITAs that acknowledges legitimate concerns without overlooking the important contributions that these international scholars make through their research and teaching to American universities.

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DESCRIPTORS: Communication Problems, Educational Legislation, Evaluation Methods, Foreign Students, Graduate Students, Higher Education, Inservice Teacher Education, Instructional Improvement, Language Proficiency, Postsecondary Education, Research Needs, Speech Communication, Teacher Evaluation, Teacher Improvement, Teaching Assistants, Undergraduate Study

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This ERIC digest is based on a new full-length report in the ASHE-ERIC Higher Education Report series, prepared by the ERIC Clearinghouse on Higher Education in cooperation with the Association for the Study of Higher Education, and published by the School of Education at the George Washington University. Each report is a definitive review of the literature and institutional practice on a single critical issue. Many administrators subscribe to the series and circulate reports to staff and faculty committees with responsibility in a report's topic area. Reports are available through subscriptions for $80 per year ($90 outside the U.S.). Subscriptions begin with Report 1 and conclude with Report 8 of the current series year. Single copies, at $17 each, are available from: ASHE-ERIC Higher Education Reports; The George Washington University; One Dupont Circle, Suite 630; Washington, DC 20036-1183. Or phone (202) 296-2597.

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NOTE: For the full length report, see HE 026 561.
AVAILABLE FROM: ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1186 ($1).

General Social Studies

EJ565780
Boston,-Jane-A.
Unequal Resources: A Group Simulation.
Social-Studies-Review; v37 n2 p33-37 Spr-Sum 1998
ABSTRACT: Presents a lesson plan designed to create an understanding of the concepts of interdependence and cross-cultural communication. Students are divided into groups. Each group is given an envelope containing materials insufficient to complete their task (providing food, clothing, and shelter for the populace). They must negotiate with the other groups. (MJP)
DESCRIPTORS: *Global-Education; *Natural-Resources; *Resource-Allocation; *Role-Playing; *Simulation-; Cultural-Pluralism; Educational-Trends; Foreign-Countries; Global-Approach; Instructional-Materials; Middle-Schools; Multicultural-Education; Secondary-Education; Social-Studies; Teaching-Methods; World-Affairs

EJ565778
Freeman,-Robert-E.
Guide to the Concept: Conflict.
Social-Studies-Review; v37 n2 p27-30 Spr-Sum 1998
ABSTRACT: Presents a working definition of the concept of conflict and considers this phenomena from a political science, psychological, and historical perspective. Discusses conflict in terms of its nature and origin, universality, dynamics, development, and resolution. Includes a student activity illustrating each of these components. (MJP)
DESCRIPTORS: *Conflict-; *Conflict Resolution; *Global-Education; *International-Relations; *Interpersonal-Communication; *World-Affairs; Cultural-Awareness; Decision-Making; Foreign-Countries; Global-Approach; Group-Dynamics; Multicultural-Education; Secondary-Education; Social-Studies

ED416112
Walker,-Tim; Edwards,-Amy-N.; Larbalestier,-Tiffany-Farrell
The United Nations at Work: The Challenge of Building Global Peace [and] Teacher's Guide.
1995
Close Up Foundation, 44 Canal Center Plaza, Alexandria, VA 22314, telephone: 800-765-3131 ($6.95, plus s/h).
EDRS Price: MF01 Plus Postage. PC Not Available from EDRS.
ABSTRACT: This booklet for juvenile readers describes the creation, structure, and activities of the United Nations. The book also examines how the role of the United Nations has changed since the end of the Cold War, citing specific UN actions and the issues surrounding difficult and expensive operations. The booklet provides an overview of ideas about how the organization can successfully respond to future crises and considers the debate over what kinds of future role, if any, the United States should have in the United Nations. The teachers' guide offers classroom activities, handouts, and test materials around which teachers can create a comprehensive lesson plan to help students understand the United Nations' evolving role in international events especially its peacekeeping and humanitarian missions of the last 50 years. (EH)
DESCRIPTORS: *Conflict-Resolution; *Global-Education; *Peace-; Foreign-Countries; Instructional-Materials; International-Relations; Secondary-Education; Social-Studies; United-States-History; Young-Adults; Youth-

ED417999
Burns,-Robin-J., ed.; Aspeslagh,-Robert, ed.
Three Decades of Peace Education around the World: An Anthology. Garland Reference Library of Social Science, Volume 600. Reference Books in International Education, Volume 24.
1996
Garland Publishing, 1000A Sherman Avenue, Hamden, CT 06514; toll-free phone: 800-627-6273.
Document Not Available from EDRS.
ABSTRACT: The Peace Education Commission (PEC) of the International Peace Research Association (IPRA) has been the forum for peace educators to come together, to exchange and to share ideas, materials and experiences over three decades. This book draws from key papers from different areas and times of peace education work to show the richness of ideas and practice and its many sources worldwide. Editors' notes in the chapter offer updates for materials that may have been printed some time ago. The book is divided into five parts with 22 chapters. Part 1, "Peace Education in Comparative Perspective," offers: (1) "Peace Education and the Comparative Study of Education" (Robin J. Burns, Robert Aspeslagh); and (2) "Approaching Peace through Education: Background, Concepts and Theoretical Issues" (Robert Aspeslagh, Robin J. Burns). Part 2, "Developing Education for Peace: Concepts and Issues," continues with: (3) "A Global Strategy for Communication and Consciousness Raising in Various Local Settings" (Working Group on Communication and Consciousness Raising); (4) "Toward a Definition of Peace Studies" (Maire A. Dugan, Dennis Carey); (5) "On Inclusion and Exclusion" (Magnus Haavelsrud); (6) "Problems of Legitimation of Peace Education" (Robin J. Burns); and (7) "Peace Education on the Back of the Peace Movement: Some Shared Problems" (Jan Maasen). Part 3, "Perspectives on Peace Education: Substance and Impact," includes: (8) "Militarism and Sexism: Influences on Education for War" (Betty Reardon); (9) "Racial Justice, Global Development or Peace: Which Shall We Choose in Schools?" (David Hicks); (10) "Toward a Better World? A Paradigmatic Analysis of Development Education Resources from the World Bank" (Toh Swee-Hin [S. H. Toh], Virginia Flo-

resca-Cawagas); (11) "The Ecology Movement - A New Field for Peace Education" (Marianne Gronemeyer); (12) "The Role of Peace Education in Peace Building in Africa" (Samie Ikechi Ihejirika); (13) "Peace Education as a Protest and Resistance Against Marginalization and Eurocentrism: Peace Education in a Violent Context: The Middle East Wars as a Case Study" (Sanaa Osseiran); and (14) "Polish Educational Values: Nationalism or Globalism?" (Zbyszko Melosik). Part 4, "Approaches to the Process of Peace Education," contains: (15) "Adult Education for Peacebuilding: A Challenge to Peace Research and Peace Education" (Chadwick F. Alger); (16) "Tagasan: Student Organizations as Alternative Education" (Eleanor Dionisio); (17) "Think and Teach Globally—Act Locally: Participants or Onlookers: A Research Program" (Eva Nordland); (18) "A Peace Museum as a Center for Peace Education: What Do Japanese Students Think of Peace Museums?" (Kazuyo Yamane); (19) "Educating for a Peace Culture" (Robert Aspeslagh); and (20) "Post Modernism, Peace Culture and Peace Education" (Lennart Vriens). Part 5, "Epilogue," offers: (21) "Do Practical Realists Appear to Be Dreamers? Peace Educators Meeting and Acting Globally and Locally" (Robin J. Burns); and (22) "Dreamers Appear to Be Practical Realists: Peace Education as a 'Grand Narration'" (Robert Aspelagh). (EH)
DESCRIPTORS: *Conflict-Resolution; *Global-Education; *Peace-; *Prosocial-Behavior Foreign-Countries; Higher-Education; International-Education; International-Relations; Multicultural-Education; War-; World-Affairs

ED400211
Hoepli,-Nancy-L., ed.
Great Decisions [and] Great Decisions Activity Book. 1994 Edition.
Foreign Policy Association, New York, NY.
1994
Foreign Policy Association, c/o CUP Services, P.O. Box 6525, Ithaca, NY 14851; 800-477-5836 ($11).
EDRS Price: MF01/PC06 Plus Postage.
http://orders.edrs.com/members/sp.cfm?AN=ED400211
ABSTRACT: This book discusses foreign policy issues and provides background information on current topics. This edition examines the following major issues: (1) "Conflict in Former Yugoslavia: Quest for Solutions" (Susan L. Woodward); (2) "South Africa: Forging a Democratic Union" (Jean Herskovits); (3) "Environmental Crisis in Former Soviet Bloc: Whose Problem? Who Pays?" (William Sweet); (4) "Trade with the Pacific Rim: Pressure or Cooperation?" (Jinny St. Goar); (5) "Defense: Redefining U.S. Needs and Priorities" (David C. Morrison); (6) "Argentina, Brazil, Chile: Democracy and Market Economics" (Jacqueline Mazza); (7) "Islam and Politics: Egypt, Algeria, and Tunisia" (Lawrence G. Potter); and (8) "New World Disorder? U.S. in Search of a Role" (James Chace). The activity book contains activities on each subject and six handout master sheets pertaining to the world area under study. (EH)
DESCRIPTORS: *Developing-Nations; *Foreign-Policy; *Global-Education; *International-Relations; *World-Affairs; African-History; Environment-; Foreign-Countries; International-Trade; Multicultural-Education; Secondary-Education; Social-Studies; United-States-History; World-History

EJ536755
Reese,-Lyn
Bringing Beijing Home...and Into the Classroom.
Social-Education; v60 n7 p410-13 Nov-Dec 1996
DESCRIPTORS: *Consciousness-Raising; *Females-; *Global-Education; *International-Education; *Sex-Discrimination; Activism-; Cultural-Influences; Elementary-Secondary-Education; Feminism-; Foreign-Countries; Self-Esteem; Sex-Role; Social-Studies

Presents an overview of the United Nations-sponsored Fourth World Women's Conference held in Beijing, China, in 1995. Summarizes many of the sessions reporting on consciousness raising programs initiated by educators around the globe. Concludes with a discussion of follow-up activities in the United States. (MJP)

Teaching about China

An ERIC Digest by Jeffrey R. Johnson
October 1990

In Spring 1989, Americans watched intently as televised reports relayed the events unfolding in Beijing's Tiananmen Square. This concern for a people whose culture and political institutions are significantly different from our own reflects a continuing and compelling interest in China. Although historians and journalists in the United States have long observed a "special relationship" between the two countries, which has included periods of optimistic friendship as well as tragic conflict, China studies have been neglected in American classrooms. Where it is not overlooked, China is too often the victim of stereotyping or specious generalization. To encourage effective teaching about China, this ERIC Digest examines (1) the political status of China, (2) reasons for teaching about China, (3) approaches to teaching about China, and (4) China's place in the pre-collegiate curriculum.

The Political Status of China

Contributing to the misunderstanding of China is a condition of political ambiguity, with the existence of the two Chinese republics (the mainland Peoples' Republic of China or PRC, and the Republic of China or ROC, on Taiwan) and Hong Kong, a British colony that will revert to the PRC on July 1, 1997. The PRC was founded in 1949 by the victorious Chinese Communist Party. The defeated Nationalist (Kuomintang) forces withdrew to the island of Taiwan, operating the ROC government there.

The United Nations voted to admit the PRC as the sole representative of China in 1971, and in 1979 the United States recognized the PRC. Despite the severing of diplomatic relations in 1979, the United States and Taiwan maintain extensive economic ties. Both Chinese republics consider Taiwan to be a part of one temporarily divided China. A burgeoning indirect trade exists between the two via Hong Kong; however, reunification is not expected in the near future.

Hong Kong will be the object of much attention as 1997 draws near. The PRC government has promised to retain Hong Kong's present social and economic systems for fifty years, but the future of the island remains uncertain. Analysts are waiting to see if the "tail" of the economically developed Hong Kong will be able to wag the "dog" of the developing mainland.

Reasons for Including China in the Curriculum

China's geographical size, population, and spheres of cultural and political influence are too vast to be ignored. The PRC has the world's third largest land area and is the world's most populous nation. Although Taiwan and Hong Kong are significantly smaller than the PRC, their political and economic importance have been disproportionately great. The various dialects of Chinese are spoken by more people than any other language, and Chinese culture has left an indelible imprint on East Asia and parts of Southeast Asia. Some observers have credited Confucian values, which originated in China, with contributing to the rapid economic development of Japan and the four Newly Industrialized Countries (NICs) of Taiwan, South Korea, Hong Kong, and Singapore.

Relations with the PRC will remain a crucial focus of United States foreign policy. Economic ties with Taiwan will continue despite the absence of formal diplomatic ties. Trade between Hong Kong and the PRC has been growing, and the transfer of Hong Kong in 1997 is certain to make it the most important entrepot for PRC trade with the West.

Chinese immigrants and their descendants have made substantial contributions to American society and culture. Chinese laborers participated in the construction of the transcontinental railroad which hastened the settlement of the American West. Chinese immigrants worked in mining operations in the West and on Southern plantations during Reconstruction. Chinese food has become as "American" as spaghetti or tacos. Today Chinese Americans are prominent in our culture. The works of Chinese American writers, such as Maxine Hong Kingston, Bette Bao Lord, and Amy Tan have won critical acclaim and are consistently on best seller lists.

In an era in which we are coming to recognize the fact of global interdependence and the finite nature of the earth's resources, the complete integration of the PRC's one billion producer-consumers into the world economy poses a novel developmental challenge.

Strategies for Teaching About China

The following strategies can be employed to improve teaching and learning about China.

Combat Stereotypes

Although Chinese culture influenced the cultures of other East Asian nations, East Asia is a region of political, economic, and cultural diversity. A comparative study of the region will help correct the stereotype of one monolithic East Asian cultural group which exists in the minds of many students. It is never too early to dispel the common notion that East Asians are "all the same."

There is significant diversity within China itself. In the PRC, fifty-five minority groups comprise 6% of the population, yet they inhabit more than 60% of the land mass. The Han Chinese majority is composed of various regional and dialect groups. Asking the question—"What does it mean to be Chinese?"—might lead students to examine cultural and ethnic versus geopolitical definitions of nationality, and then to discuss contemporary nationalist movements throughout the world.

Encourage Students To Adopt New Perspectives

Politicians, merchants, and missionaries have seen in China a vast potential market for political institutions, material goods, and souls; they have generally been frustrated. Americans in particular have fallen prey to their own overconfidence in dealing with China. It may surprise students to learn that that the traditional Chinese world view placed the Chinese empire unapologetically in the center of the world. This "middle kingdom" was encircled by "semi-civilized" tributary states, which were in turn surrounded by "uncivilized ones." Into this category fell the states of Western Europe and America. Having students assume this point of view may lead them to question their own ethnocentric values.

Chinese perspectives can be introduced in a variety of ways. At the primary level, compare Chinese folk sayings with those familiar to students of different ethnic backgrounds. Then ask students to collect and explain stories and aphorisms told in their own families. In secondary courses, present the thoughts of ordinary citizens to add an additional dimension to standard government and dissident opinions. Include works by women, whose contributions and ideas have been disregarded in the traditionally Confucian society. These viewpoints are becoming more readily available as they increasingly find their way into English translations.

Compare Chinese and Western Modes of Thought

Introduce Confucianism, Taoism, and Legalism, and discuss these philosophies as responses to universal human needs, rather than as mystical thought systems from the East. Compare Buddhism, which the Chinese transformed after receiving it from India, with philosophies and religions rooted in other parts of the world. Pay special attention to the social implications of these systems. Have secondary students read from "The Analects" to discover what Confucius really said. This will help to counter the "fortune cookie" image of Chinese philosophy which pervades American popular culture. To avoid exoticism, teachers can highlight similarities in the responses to underlying human concerns.

Introduce the Chinese Language

While Chinese may never be as popular as Indo-European languages in secondary schools, it is being introduced in a growing number of school districts. Although spoken Chinese presents difficulties for non-specialist teachers, ideographic characters can be introduced at all levels. These characters have been adopted throughout East Asia, at times serving as a kind of "lingua franca" writing system for people speaking Japanese, Korean, and dialects of Chinese. Many survey works on China include diagrams tracing the evolution of specific characters. Today Chinese characters are organized systematically according to radical elements within them which give clues to meaning and/or pronunciation. Teachers might introduce common radicals and then challenge students to guess possible meanings of more complex characters containing them. Chinese calligraphers could be invited to demonstrate the aesthetic qualities of the Chinese writing system.

Avoid Common Pitfalls

When discussing China, use an objective tone. The United States or Western nations in general should not be presented as the ideal to which all other nations should aspire. There are many routes to modernization, and modernization and tradition are not necessarily antagonistic. NICs like Taiwan have achieved prosperity without following Western models.

Ask Appropriate Questions

For example, when reviewing United States-Chinese relations, the question is not how the United States "lost" mainland China to the Communists, but what factors contributed to the ascendance of the Chinese Communist Party, or how Americans came to view China as "ours" to begin with. Be wary of facile dichotomies and sweeping generalizations. The world is not simply divided into East-West or "us-them" dichotomies. Americans are not all of one stripe, and neither are the one billion Chinese.

Become Familiar with Frequently Used Chinese Personal and Place Names

There are two common romanization systems for Chinese characters: "pinyin," used in the PRC and increasingly by scholars and journalists outside China, and the Wade-Giles system, most popular in the West until recently. The two systems are different enough to confuse students. For example, "Peking" and "Mao Tse-tung" in the Wade-Giles system become "Beijing" and "Mao Zedong" in "pinyin." With a bit of preparation, the teacher can help to prevent misunderstandings.

The Place of China in the Curriculum

Politicians, journalists, scholars, and educators alike are still assessing the meaning of recent events in China, Eastern Europe, South Africa, and the Middle East. Perhaps the clearest lesson for curriculum planners is that global studies should be incorporated wherever possible into the curricula of elementary and secondary schools. A flexible current affairs centered approach opens students' eyes and directs their concerns to the vast and complex world around them. Students also need a wide background of historical and cultural awareness which will prepare them to follow new developments.

China can be introduced into the curriculum in most subjects and at all grade levels. In the primary grades it will be a simple matter to read Chinese stories and folktales, to examine the Chinese celebration of New Year's or another holiday, or to teach children to count on a Chinese abacus. Secondary teachers will find it easy to highlight Chinese topographical features in a geography class, to view events like the Korean War from the Chinese perspective in US history classes, or to compare contemporaneous developments in China in courses on world history.

References and ERIC Resources

The following list of resources includes references used to prepare this Digest. The items followed by an ED number are in the ERIC system and are available in microfiche and paper copies from the ERIC Document Reproduction Service (EDRS). For information about prices, contact EDRS, 3900 Wheeler Avenue, Alexandria, Virginia 22304; telephone numbers are 703-823-0500 and 800-227-3742. Entries followed by an EJ number are annotated monthly in CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE), which is available in most libraries. EJ documents are not available through EDRS; however, they can be located in the journal section of most libraries by using the bibliographic information provided below.

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DESCRIPTORS: Area Studies, Asian Studies, Chinese Culture, Comparative Education, Current Events, Curriculum Development, Foreign Countries, Foreign Culture, Global Approach, International Relations, International Studies, Multicultural Education, Political Issues, Secondary Education, Social Studies, Stereotypes, Teaching Methods
Identifiers: China, Chinese People, ERIC Digests

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AVAILABLE FROM: ERIC Clearinghouse for Social Studies/Social Science Education, 2805 E. 10th St., Suite 120, Indiana University, Bloomington, IN 47408.

Trends in Peace Education

ERIC Digest by Marcia L. Johnson

February 1998

What is Peace Education?

Peace education curricula generally include instruction in conflict resolution; cooperation and interdependence; global awareness; and social and ecological responsibility. Peace education in the United States has evolved since its early nineteenth century beginnings. In the early years, peace education was promoted by a small group of New England educators, writers, and thinkers who shared a vision of the world without war or violence. Horace Mann, founder of the American common schools, considered violence in American society a flaw that required deliberate improvement and asserted that education should be the primary agent of change.

In the early twentieth century, with America steeped in the militarism surrounding the first and second World Wars, peace education was vilified as being subversive. Peace educators who dreamed of a unified, peaceful world were considered un-American. In fact, these dark years for peace education continued through the following decades, fueled by the excesses of McCarthyism. This stigma greatly hampered the efforts of peace educators who overcame this setback by shifting their focus from negative peace, expressed as anti-militarism, to positive peace, with an emphasis on society-building through diminishing violence within and between nation-states. Still, whatever the generational focus, peace education has consistently reflected the desire to improve the condition of human society.

Peace Education in the 1980s

Peace education in the '80s took the form of "conflict resolution." In an effort to address issues surrounding youth, such as school violence and high drop out rates, young people were taught communication and negotiation strategies as part of student mediation initiatives. These programs included such elements as training in cross-cultural issues, interpersonal communication, and bias awareness with the belief that individuals must understand the nature of conflict and develop negotiating skills before the process of mediation can be effective.

Under the threat of nuclear war and planetary annihilation, peace education in the '80s saw a proliferation of curriculum guides and teaching materials targeted at children from preschool through high school in an effort to avoid earth's destruction. Curricular guides for younger children included nature study and care for the environment, teaching children that they can be responsible for the world they live in. Materials for older children included activity cards and videos presenting conflict scenarios aimed at teaching students to identify possible problems, to play roles, and to propose solutions. Educators began to see peace education not only as content, but also as a process—a way of life that promotes personal and societal well being.

In this decade, religious leaders across the denominational spectrum, making great efforts to unify common beliefs and decrease doctrinal differences, wrote and spoke extensively concerning the immorality of nuclear war, imploring congregations throughout America to consider alternatives to violence and war and to embrace peaceful coexistence. This leadership from the religious sector contributed hugely to a wider acceptance of peace education as a legitimate discipline for study in the schools.

Advances in technology and telecommunications made it possible to reach out internationally with gestures of goodwill and world friendship. Global awareness became an integral part of mainstream education. Educators believed that the study of cultures, customs, and beliefs of people around the world would enable students to appreciate differences, to discover similarities, and to develop empathy for others—all necessary skills for creating a harmonious society. Global awareness became peace education in action.

Peace Education in the 1990s

Within the current trend of curriculum integration, peace education has spread across the curriculum, providing opportunities for students to tackle vital issues from numerous perspectives. Educators in the '90s continue to use technology to engage students in a variety of activities to foster international/intercultural understanding. Telecommunications have become a common tool to link students from different ethnic or cultural groups for work on academic projects and cultural exchange. Increasingly, students and educators are accessing the World Wide Web for content information, classroom use, and preparation of lessons and materials. Through the Internet, school children around the globe are learning from and about each other while educators are planning lessons and developing professional relationships with their international counterparts.

Many organizations offer opportunities for developing cultural awareness firsthand through e-mail communication. Friendship exchanges between countries, especially former enemies, have been coined as Transitional Citizen Peacemaking (TCP), communication between private citizens of different countries with the intention of increasing mutual understanding and world peace. These TCP efforts constitute an alternative to nation-state diplomacy, providing a means of nonviolent social intervention based on the belief that goals can be achieved through social power.

The '90s also have seen a proliferation of educational games to enhance student awareness. "The Conflict Resolution Game" allows participants to assume the roles of conflicting nations, to devise ways to co-exist, and to develop mutually strong economies while maintaining national security. "Balance of Power" is a simulation game where participants respond to world crisis without provoking nuclear war.

In the '90s, teaching respect and tolerance for those who are different has become a primary educational focus. Peace education has moved well beyond the utopian dreams of its nineteenth century founders to realize very practical applications for the coming century.

Online Resources for Peace Education and Conflict Resolution

ATRIUM SOCIETY. Peace education resources, newsletter, bookstore. Site feature: Bullying.

http://www.atriumsoc.org/

BUCKS COUNTY PEACE CENTERS. Library of peace education/conflict resolution materials, annotated list of peace education programs, plus a checklist for stereotyping awareness.

http://www.comcat.com/~peace/PeaceCenter.html

CENTER FOR THE STUDY AND PREVENTION OF VIOLENCE. Blueprints for Prevention, database, facts, and statistics.

http://www.colorado.edu/csvp

EDUCATORS FOR SOCIAL RESPONSIBILITY. Resolving Conflict Creatively Program. Strategies and guidelines to create peace and confront prejudice; instructional books, videos, and activities.

http://www.benjerry.com/esr/index.html

INDIAN HILL PRIMARY SCHOOL KIDS PEACE MUSEUM. Child-created exhibit galleries with art and writings with peace themes.

http://www.ih.k12.oh.us/ps/peace

PEACEJAM. Introduction to the lives of the heroes of peace.

http://theodore-sturgeon.MIT.EDU:8001/peacejam/index.html

PEOPLE FOR PEACE. Activities for peace education, conflict resolution, online KidsCare!, Story Center, and Penpals for Peace.

http://www.kids4peace.com

UNITED STATES INSTITUTE OF PEACE. Articles on global peace issues, directory of funded projects, links to other peace organizations, publication reviews.

http://www.usip.org/

WORLD WISE SCHOOLS. Integrates global education into daily activities, including lesson plans for grades 3-5, 6-9, and 10-12.

http://www.peacecorps.gov/www/dp/wws1.html

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Stomfay-Stitz, Aline M. "Education, Psychology, and Social Science: Common Pathways for Teaching Peace." Paper presented at the Annual Meeting of the American Psychological Association, New York, August 12, 1995. ED 407 307.

DESCRIPTORS: Conflict Resolution, Elementary Secondary Education, Environmental Education, Global Education, International Relations, Peace, Role Playing, Social Studies, Social Values, United States History, World Affairs
Identifiers: ERIC Digests, Peace Education

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Teaching about Japanese-American Internment

An ERIC Digest by Gary Mukai
December 2000

When the United States entered World War II following the Japanese attack on Pearl Harbor on December 7, 1941, Japanese immigrants and their descendants, including those born in the United States and therefore citizens by birth, were placed in a very awkward situation. The immigrants were resident aliens in the United States, a country at war with their country of birth.

Amid the hysteria following the U.S. entry into World War II, President Franklin Delano Roosevelt signed Executive Order 9066 on February 19, 1942. This order authorized the War Department to prescribe military areas from which any group of people could be excluded. This served as the legal basis for the evacuation and internment of over 110,000 Japanese immigrants and Japanese Americans from the West Coast. Most were forced to sell their homes and businesses and suffered huge losses. Schooling and careers were completely disrupted.

Even more than 55 years after the closing of the camps, the Japanese-American internment experience continues to deeply affect the Japanese-American community. This period of U.S. history illustrates how the constitutional rights of individuals of a minority group may be at risk during a time of national crisis. This Digest provides six suggestions for teaching about the Japanese-American internment and guides to resources for teachers and students.

1. Set the Context for Japanese-American Internment Through an Examination of Civil Rights

Students should discuss the definition of "civil rights" and consider the importance of civil rights in their lives. They should also consider the U.S. Constitution as a document that describes the basic rights of U.S. citizens. Particular attention should be given to the Bill of Rights and selected amendments, e.g., XIII, XIV, and XV. Point out that the denial of due process to Japanese Americans was the central civil rights violation in their experience with internment. Due process refers to a course of legal proceedings carried out regularly and in accordance with established rules and principles.

2. Introduce the Japanese Immigration Experience in the Early Twentieth Century

Like the historical experiences of many other ethnic groups in the United States, the Japanese-American historical experience was, at its core, the story of an ethnic minority struggling to find its place within U.S. society. Unlike European immigrants, all Asian immigrants to the United States were considered "aliens ineligible to citizenship" until 1952. Because of this, they could not vote. Asian Americans also experienced segregated schools. In 1906, the San Francisco Board of Education ordered 93 Japanese Americans to attend a segregated "Oriental School" with Chinese and other Asian Americans. Laws such as the Alien Land Law of 1913 in California were directed at Asian immigrants to prohibit them from purchasing land. The Immigration Act of 1924 barred further immigration from Asia.

3. Introduce Perspectives on Japanese Americans from the Media Following the Japanese Attack on Pearl Harbor

Japanese Americans were thrust into a precarious position following the Japanese attack on Pearl Harbor. This is an important issue to present to students. The U.S. media would often make no distinction between Japanese Americans and Japanese imperial soldiers. This racial fear and prejudice combined with other forces, such as desire for economic gain, hysteria generated by sensationalistic journalism, political opportunism, and a sincere concern for national safety. The result was a complex mixture of motives that impelled the U.S. government to forcibly intern over 110,000 people of Japanese descent from the West Coast, two-thirds of whom were U.S. citizens, into internment camps located in isolated regions of the United States. It is also important to point out that some non-Japanese-American groups, such as the Quakers, did speak out against internment. While the Japanese-American Citizens League, a civil rights organization, urged compliance with the internment orders, several Japanese Americans protested and/or deliberately violated one or more of the evacuation orders. These violations were attempted to test the legality of the evacuation in the courts.

4. Introduce Perspectives on the Question of "Loyalty"

In February 1943, after the internment of Japanese Americans from the West Coast had been completed, the War Department and the War Relocation Authority required all internees 17 years of age and older to answer a questionnaire. This questionnaire presumably tested their "loyalty" to the United States. Two questions proved particularly

vexing. Question #27 asked, "Are you willing to serve in the armed services of the United States on combat duty, wherever ordered?" Question #28 asked, "Will you swear unqualified allegiance to the United States of America and faithfully defend the United States from any and all attack by foreign or domestic forces, and forswear any form of allegiance to the Japanese Emperor or any other foreign government, power, or organization?" Response to this questionnaire was mixed. Out of this confusion emerged three noteworthy groups of individuals: those who answered "yes-yes" and served in the armed forces, those who answered "yes-yes" (or provided qualified responses) but refused to serve in the military from internment camps, and those who answered "no-no." Introduce not only the experiences of the Japanese Americans who served in the military in Europe (100th Infantry Battalion and 442nd Regimental Combat Team) and those who served in the Pacific War (primarily in the Military Intelligence Service as translators and interrogators of Japanese prisoners of war), but also those who answered "no-no" and those who became known as "draft resisters of conscience." The "draft resisters of conscience" refused to serve in the military until their rights as U.S. citizens were restored. Most of those who answered "no-no" were segregated at Tule Lake internment camp; many "resisters" were sent to prison from the camps.

5. Introduce Redress and Reparations

The redress and reparations movement refers to efforts by the Japanese-American community to obtain an apology and compensation from the U.S. government for wrongful actions toward Japanese Americans during World War II. Arguments for and against this movement should be presented as well as the final outcome. Redress payments of $20,000 along with letters of apology (signed by President George Bush in 1990) were presented to approximately 60,000 survivors of the Japanese-American internment.

6. Present Diverse Perspectives on the Japanese-American Internment Experience

Extensive primary and secondary sources exist on Japanese-American internment. Consider incorporating some of the following as a way of expanding upon the limited coverage of internment in textbooks:

- Utilizing a U.S. government newsreel from 1943, "Japanese Relocation," that presents the government's rationale for internment
- Obtaining information from the Japanese American National Museum
- Incorporating art and poetry from the internment camps
- Showing the video "Days of Waiting," which analyzes the internment experience of a Caucasian woman married to a Japanese American
- Incorporating literature, such as "No-No Boy" by John Okada or "Journey Home" by Yoshiko Uchida
- Examining Japanese-Latin American perspectives on internment (2,264 members of the Japanese community in Latin America were deported to and interned in the United States during World War II)

World Wide Web Resources for Teaching About Japanese-American Internment

- A More Perfect Union: Smithsonian National Museum of American History. Examines the constitutional process by exploring experiences of Americans of Japanese ancestry during World War II. Reveals how in a time of national crisis, concerns for national security and racial prejudice swept away rights to freedom and due process of law guaranteed by the U.S. Constitution. Primary sources, including photographs and documents, are included. http://americanhistory.si.edu/youmus/ex04unio.htm
- American Concentration Camps. Collection of photographs and audiotapes about the experiences of Japanese Americans in the internment camps of World War II. Compiled by Masumi Hayashi of the Art Department of Cleveland State University. http://www.csuohio.edu/art_photos/
- Children of the Camps Project. Over half of the Japanese Americans in the internment camps were children. These children's experiences are depicted in a documentary video program, "The Children of the Camps," which is highlighted at this Web site. The video "Days of Waiting" is also featured. Teacher's guides to the video programs are provided along with related documents and information about the camps. http://www.naatanet.org/
- Japanese American National Museum.

Fact sheets are provided about relocation and incarceration of Japanese Americans during World War II. Information is also provided on Japanese Americans in the U.S. armed forces during World War II. http://www.janm.org/nrc/

- Zenger Media. The 1943 newsreel "Japanese Relocation" is available through this site. http://www.zengermedia.com/

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DESCRIPTORS: Controversial Issues (Course Content), Japanese American Culture, Japanese Americans, Minority Groups, Secondary Education, Social Discrimination, Social Studies, United States History, World War II
Identifiers: ERIC Digests, Internment Camps

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Portions of this ERIC Digest were summarized from the curriculum module "Civil Rights and the Japanese-American Internment," SPICE, Stanford University, 2000.

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NOTE: Portions of this ERIC Digest were summarized from the curriculum module "Civil Rights and the Japanese-American Internment," Stanford Program on International and Cross Cultural Education, Stanford University, 2000.

AVAILABLE FROM: ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408-2698; Tel: 800-266-3815 (Toll Free); Fax: 812-855-0455; e-mail: (ericso@indiana.edu). For full text: http://www.indiana.edu/~ssdc/eric_chess.htm.

EJ565777
Soley,-Mary-E.; Johnson,-Jacquelyn-S.; Miller,-Barbara
Diplomacy: Tools of the Trade.
Social-Studies-Review; v37 n2 p23-26 Spr-Sum 1998
ABSTRACT: Presents a lesson plan that introduces the concept of diplomacy and provides students with opportunities to examine the ways in which United States interests are communicated to other governments. Outlines various diplomatic tools (summits, treaties, military action, sanctions) and asks students to identify and analyze relevant current events. (MJP)
DESCRIPTORS: *Diplomatic-History; *Foreign-Policy; *Global-Education; *International-Communication; *International-Relations; *World-Affairs; Cultural-Pluralism; Foreign-Countries; Global-Approach; Instructional-Materials; Secondary-Education; Social-Studies; Treaties-; United-States-History

EJ533290
Pesce,-Louis; and-others
Addressing Society's Problems in a Global Studies Class.
Social-Studies; v87 n2 p60-62 Mar-Apr 1996
ABSTRACT: Describes the adaptation of the Future Problem-Solving Process (FPS) in a global studies class. The process applies state-of-the-art critical thinking and problem solving to unstable areas such as the Middle East and the former Soviet Union. Includes handouts directing the students through the process. (MJP)
DESCRIPTORS: *Critical-Thinking; *Global-Education; *Problem-Solving; *Systems-Approach; *Teamwork-; *World-Problems; Citizenship-Education; Cooperative-Learning; Decision-Making; Divergent-Thinking; Futures-of-Society; Global-Approach; Quality-of-Life; Secondary-Education; Social-Studies; Student-Research; Thinking-Skills

ED393738
Hallamore,-Nancy-A.
Democratization of Eastern Europe: Hungary and Poland in Transition.
Center for International Education (ED), Washington, DC.
1995
Paper presented at the Annual Meeting of the California Council for the Social Studies (March 1995).
EDRS Price: MF01/PC02 Plus Postage.
http://orders.edrs.com/members/sp.cfm?AN=ED393738
ABSTRACT: Since the end of the Cold War, those teaching about developing democracies in Central and Eastern Europe have taken on new responsibilities: dispelling cultural attitudes formed and taught during the Cold War, helping students to understand the concept of democracy, and analyzing the effects of these events on the world. This high school lesson plan begins by briefly describing the changes in Eastern and Central Europe during 1989 that led to the collapse of communism there. Students analyze the transition of Hungary and Poland to democracies by examining case studies of each country, answering series of questions about specific areas, and then presenting a plan for restructuring the countries. The lesson encourages students to become aware of the changes in Central and Eastern Europe, improve their communication skills, and develop cooperation, teamwork, and decision-making abilities. A fact sheet for each country details demographics, cultural attitudes and beliefs. The fact sheets also list each country's problems in the following areas: education, employment, housing, commerce, pollution, economic goals, political structure, foreign policy, and cultural clashes (alcoholism, drugs, minority rights/ethnic groups, xenophobia). A "Lesson Debrief" helps students summarize what they have learned. Before beginning this lesson, students should know about the Cold War and the Soviet bloc and understand democracy, communism, and free markets. The document includes a 17-item annotated resource list, a 1994 map of Central and Eastern Europe, and maps of Hungary and Poland. (LAP)
DESCRIPTORS: *Citizenship-Education; *Global-Education; Area-Studies; Capitalism-; Communism-; Current-Events; Democracy-; Foreign-Countries; High-Schools; Social-Studies

Teaching Foreign Policy in the Post-Cold War Era

An ERIC Digest by Susan Graseck
October 1993

Today the United States finds itself in a world that has changed fundamentally. For more than 40 years the United States and the Soviet Union were the foremost powers and rivals in international affairs. U.S. foreign policy, U.S. domestic politics, and international relations revolved largely around this intense rivalry. Now the Soviet Union no longer exists, and the fifteen new states of the former Soviet Union are caught up in the turmoil of economic and political change. Since the end of the Cold War, there have been fewer external constraints on the projection of U.S. power abroad than at any time since the years immediately following World War II. And yet, there are no longer common understandings among Americans about what the U.S. role should be in this changing international environment. This ERIC Digest treats the (1) need and rationale for teaching and learning about current foreign policy issues; (2) main themes in foreign policy education in the post-Cold War era; (3) balance, inquiry, and decision making in the classroom; and (4) current classroom materials.

The Need and Rationale

In all of the decades of the Cold War, few Americans stopped to consider what would happen if the Cold War ended. When it did, the consensus that guided U.S. foreign policy for over four decades had dissolved. In the new conditions of the post-Cold War world, what constitutes security? Does our understanding of security need to be broadened to encompass economic and environmental concerns? Is a world that operates on democratic principles and respect for human rights a safer world? Are there dangers inherent in exporting democracy? Can security be realized today without a global partnership? If we are to enter into a partnership, what must we sacrifice? Are Americans prepared to share sovereignty with others on issues that affect our future? What role should the United States play in this changing world? What role can we afford to play? And can we afford not to play? These kinds of questions must be examined in our classrooms if American students are to be prepared for citizenship in the twenty-first century.

The American public needs to come to terms with the changing international environment in order to provide a framework or standard to guide policymakers. It is a part of the job of educators at this juncture in history to help students understand these new issues and be able to take part in the current national dialogue on the future of U.S. foreign policy in our rapidly changing world. Students need to understand the past and develop a sense of ownership for the future. They also need the skills to participate in the development of public policy in the future.

Themes in Foreign Policy

In order to effectively participate as citizens in shaping U.S. foreign policy into the next century, students must develop an understanding of the range of forces and issues shaping international relations in today's rapidly changing world. These include the following major themes.

- Understanding the International System. Students should understand the concepts of nation, state, sovereignty, alliances and balances of power, diplomacy, international law, the use of force, and deterrence.

- Responses to International Conflict. The end of the East-West confrontation has opened new possibilities for peace. It has also lifted the restraints on many of the world's old ethnic, religious, and nationalist struggles. In this environment, conflict is inevitable. How far should the United States go in spending resources abroad or risking American lives—and to what end: International stability? The protection of human rights? Economic self-interest? Safeguarding the environment? What are the alternatives to direct intervention? Should the United States take the lead or act in concert with other ountries? How do the principles of self-determination, human rights, and national sovereignty conflict and interact with one another?

- Non-State and Transnational Actors. Non-state and transnational actors such as international business, non-governmental organizations (NGO), and commodities cartels are playing an increasing role in international relations. Furthermore, not all threats to security are initiated within the nation-state system. Increasingly transnational threats are emerging: drug trafficking, terrorism, environmental destruction.

- Understanding U.S. Foreign Policy in Historical Perspective. Traditionally international relations has involved alliances and balance of power politics. Initially, the United States tried to remain disengaged from Old World struggles. Following World War II, however, the United States came to embrace balance of power politics and played a central role in the formation of NATO. Students need to understand why the United States has responded in these conflicting ways in the past. The end of the Cold War is initiating a paradigm change. What are the forces at work in this change? Students should understand the tensions among a realpolitik approach to foreign policy, tendencies toward greater global cooperation, the desire to export democracy, and the pull toward a new isolationism.

- Linking Foreign and Domestic Politics. The end of the Cold War has given Americans an opportunity to reevaluate our commitment to the international community. There is a tendency within the American public to weigh the cost of foreign involvement against pressing national priorities. In the post-Cold War era, the balance in our foreign policy is moving from primarily military considerations to issues involving economic relations and immigration policy. These issues link foreign policy and domestic politics as two sides of the same coin.

- Successes in the International System. While we tend to focus on the failures of the international system, some international systems are working comparatively well (e.g., globalization of information flow, cooperation in outer space, the Law of the Sea, and the Antarctic Treaty). Why does international cooperation work? Can we build on this experience?

- Military Technology and Proliferation. During four decades of the Cold War, the specter of nuclear holocaust loomed over the considerations of U.S. policymakers. Since the collapse of the Soviet Union, the control of nuclear weapons has faded from the public agenda in the United States. Experts in the field, however, warn that the end of the Cold War has not eliminated the dangers we face from nuclear weapons. In many respects, the disintegration of the Soviet Union has added new concerns. Where the Soviet Union once existed, there are now four states with nuclear arsenals on their territories. Security specialists fear that scientists who once worked in the Soviet defense establishment may offer their services to foreign governments. The issue of weapons proliferation also extends beyond nuclear arms. Chemical weapons hold the power of mass destruction, and conventional weapons continue to become more deadly and more expensive. Finally, the development of biological weapons and space-based weapons could add other chilling dimensions to warfare in the future.

- North-South Relations in the Post-Cold War Era. During the Cold War, the so-called "Third World" was often the ideological and military battleground between East and West. Although the Cold War is now over, the developing world still faces significant dilemmas. Lack of monetary and military security, the possibility of nuclear proliferation, ethnic and religious conflicts, as well as myriad food and health problems, make nations of the developing world potential hot spots for international crises. Has development of the industrialized nations occurred at the expense of the underdeveloped nations of the worlds? Do the newly industrialized countries exemplify possible pathways for generating equitable and mutually beneficial relations between the North and the South?

Balance, Inquiry, and Decisionmaking in the Classroom

In the changing environment of the post-Cold War era, current foreign policy issues are usually contested public policy issues. In this environment, the classroom teacher is ill-advised to teach foreign policy as a settled issue. Rather this period of reevaluation offers an opportunity for teachers to help their students to appreciate ambiguity, to analyze divergent perspectives, to weigh the merits of alternative policies, and to develop an ability to articulate and justify their own considered opinions on the issues at hand.

If students feel that there are rigid and unchanging "right answers" to the issues under discussion, the benefits of open discussion will be forfeited. While there may be a place for materials (or speakers) that advocate one point of view, these should be presented in the context of equally well articulated alternative perspectives.

Teachers should use methods and materials that prompt students to reflect, inquire, and decide about foreign policy issues. Provocative questions should be raised about current issues, which require students to pose alternative responses. The likely consequences of the alternatives, positive and negative—better or worse in terms of clearly stated criteria—should be examined and evaluated. Students, then, should be challenged to make and defend decisions about their choices of alternative response to current issues. This kind of pedagogy involves intellectually active learning and high-level cognition, which are keys to the acquisition and retention of knowledge and development of practical and transferable cognitive processes and skills.

Keeping Classroom Material Current

In the post-Cold War era, the constant in international relations is change. Under these circumstances, classroom materials that are current today may be out-of-date (or even irrelevant) tomorrow. There are a number of organizations involved in the ongoing development of high-quality curricular materials and educational resources, which can keep classroom materials current.

- ACCESS publishes a balanced series of "Security Spectrum" (4-6 pages) and "Resource Briefs" (2 pages) on a range of current international issues. Although not curricular materials, these materials can be valuable resources for classroom teachers. For more information, contact ACCESS, 1511 K St., NW, Suite 643, Washington, DC 20005, (800) 888-6033.

- American Forum on Global Education publishes THE NEW GLOBAL RESOURCE BOOK. This is a good source of information on current curricular resources. For more information contact, American Forum, 45 John St., Suite 908, NY, NY 10038, (212) 732-8606.

- CHOICES for the 21st Century Education Project publishes an ongoing series of reproducible curricular materials on a range of current foreign policy issues. Units include a "choices" framework of divergent policy alternatives, historical background readings, original documents, student activities handouts, and suggested lesson plans. At least three new topics are published annually, and all units are updated regularly. For more information, contact CHOICES, Center for Foreign Policy Development, Box 1948, Brown University, Providence, RI 02912, (401) 863-3155.

- Close Up Foundation publishes CURRENT ISSUES. This presents a synopsis of ten domestic and ten foreign policy issues. It is updated annually. A teachers guide is available. For more information contact, Close Up Publishing, Dept. K94, 44 Canal Center Plaza, Alexandria, VA 22314-1592, (800) 765-3131.

- Foreign Policy Association publishes two ongoing series on foreign policy issues. HEADLINE is a series of small booklets on individual topics on geographic areas or global issues. GREAT DECISIONS includes eight topics in a single booklet and is published once a year. GREAT DECISIONS materials are designed for public discussion and include background readings and policy options. A GREAT DECISIONS ACTIVITY BOOK is available for classroom teachers. For more information, contact Foreign Policy Association, 729 7th Ave., 8th Floor, New York, NY 10019, (212) 764-4050.

- Scholastic publishes a biweekly current events/issues subscription publication, SCHOLASTIC UPDATE, for students in grades 8-12. Each of the fourteen issues is devoted to a single topic, divided equally between domestic and international issues. For more information contact, Scholastic, 2931 McCarty St., POB 3710, Jefferson City, MO 65102-3710.

- Stanford Program on International and Cross-cultural Education (SPICE) offers interdisciplinary, cross-cultural curriculum units for elementary and secondary students. SPICE materials present multiple perspectives and seek to enhance critical thinking skills in a range of disciplines. For more information contact, SPICE, Littlefield Center, Rm. 14, 300 Lasuen Street, Stanford University, Stanford, CA 94305-5013, (415) 723-1114.

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DESCRIPTORS: Curriculum Development, Decision Making, Elementary Secondary Education, Foreign Policy, International Relations, Resource Materials, Social Studies, Teaching Methods, World Problems

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A Global Perspective on Human Rights Education

An ERIC Digest by John J. Patrick

June 1998

Human Rights Day (December 10, 1998) marks the 50th anniversary of the Universal Declaration of Human Rights. On December 10, 1948, the United Nations adopted this document. It is not legally binding on the signatories, but it has moral force that commands worldwide respect. Thus, the United Nations Universal Declaration of Human Rights is a standard by which many people throughout the world judge the conditions of citizenship and government internationally and within their own countries. This document, which includes 30 articles pertaining to various human rights, is also a focal point of education about human rights in schools throughout the world.

Conceptions and Origins

"Human rights are the claims that all human beings are justly entitled to make merely by virtue of their being human" (Plattner 1995, 573). In the seventeenth and eighteenth centuries, when this idea became prominent in Western Europe and North America, it carried the label "natural rights" to denote derivation of these rights from the nature of every human being. Each person, according to the natural rights concept, possesses equally certain immutable rights by virtue of her or his membership in the human species; it is the duty of a just government to protect these rights.

The United States Declaration of Independence, adopted July 4, 1776, expresses the "natural rights" idea in these memorable words: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness. That to secure these Rights Governments are instituted among Men, deriving their just powers from the Consent of the Governed. That whenever any form of Government becomes destructive of these Ends, it is the right of the People to alter or Abolish it and to institute new Government . . ."

This Declaration of Independence by and for the people of a new American nation still has global implications. The same can be said about the Declaration of the Rights of Man and the Citizen issued by France's National Assembly in 1789, which proclaimed: "The end of all political associations is the preservation of the natural and imprescriptible rights of man; and these rights are liberty, property, security, and resistance of oppression."

The 1787 Constitution and the 1791 Bill of Rights of the United States of America were designed and adopted to address the civic values of the 1776 Declaration of Independence. This Constitution reflects the understanding among America's founders that the individual's rights are at risk if a government is either too strong or too weak. A good government simultaneously is empowered and limited. It is empowered sufficiently by the people to secure their rights against domestic or foreign predators. And this government's power is also limited sufficiently by the supreme law of its constitution to protect the people's rights against abuses by their own governors.

During the nineteenth and twentieth centuries, the concept of natural rights was transformed into the idea of human rights. This change reflected an expansion of the scope or range of rights to include two types of claims.

The first and older type is negative; it would limit the power of a government to protect peoples' rights against its power. The second and newer type of claim is positive; it would enhance the power of the government to do something for the person to enable her or him in some way. Thus, the late twentieth century idea of human rights, which incorporates both the positive and negative types, means that "certain things ought not to be done to any human being and certain other things ought to be done for every human being" (Perry 1998, 13).

The older negative claims on rights are exemplified by Articles 1-21 of the United Nations Universal Declaration of Human Rights. These Articles imply that no government or society should act against individuals in certain ways that would deprive them of inherent political or personal rights, such as freedom of speech, press, assembly, and religion. The newer positive claims on rights are exemplified by Articles 22-28 of the Universal Declaration of Human Rights. They imply that every government and society should act for individual members to enable them to enjoy certain social and economic rights or benefits pertaining to social security, employment, housing, education, health care, and general standard of living.

Conflict and Consensus About Negative and Positive Rights

There is general or global agreement among advocates of human rights that both types of rights, the negative and positive, must be included in a worthy constitutional government. However, there is worldwide conflict or disagreement about which type of rights is primary and most important in a constitutional democracy.

Advocates for the primacy and predominance of positive rights claim that "bread is more important than freedom of speech." They argue that the duties of government to provide social and economic welfare benefits for all the people require enhancement of public power and authority to enter all areas of economic and social life to promote the common good (Patrick 1991, 622).

By contrast, proponents of the negative rights tradition worry about the enormous increase of centralized government power required to provide positive rights through large-scale public programs. This could lead to a government so powerful and insufficiently limited that it could arbitrarily deprive particular persons (those out of favor with authorities) of their traditional personal and political rights. Thus, they maintain that human rights generally depend upon the primacy of guaranteed negative rights. They assert: a constitutional democracy that would only recognize negative rights is incomplete; one that would only or primarily recognize positive rights is impossible (Patrick 1991, 623).

Alternative Perspective on the Universality of Human Rights

United Nations documents proclaim the universality of human rights, as did Enlightenment-era philosophers and founders of the United States of America. So, too, have major world religions recognized the equal worth and dignity of all persons, a universalist idea that undergirds human rights. For example, Pope John Paul II has often expressed the global or universal relationship between human rights and the worth and dignity of each person (Schall 1998, 59).

These claims to the universality of human rights have been disputed by particularists and historicists, those who see them only as expressions of Western civilization rather than as global aspirations and standards. They view the current international surge of constitutional democracy and human rights as cultural imperialism by the West against the non-West. By contrast, universalists see a global destiny for human rights, a viewpoint supported by the worldwide decline of totalitarian regimes during the latter part of the twentieth century (e.g., the communist regimes of Central and Eastern Europe). The universalists claim that people everywhere, if given a choice, will choose free government and human rights.

Curricular Applications and Resources

There is a strong international movement for human rights education. According to leading educators, teaching and learning about human rights in age-appropriate ways is feasible and desirable from kindergarten through grade twelve and beyond. Schools in most parts of the world have incorporated human rights education into the curriculum. Further, international non-governmental organizations (NGOs) are committed to human rights education.

Two important sources of information for human rights education are (1) Human Rights Watch; 485 Fifth Avenue, New York, NY 10017-6104; T: (212) 972-8400; F: (212) 972-0905; E: <hrwnyc@hrw.org> and (2) Freedom House; 120 Wall Street, New York, NY 10005; T: (212) 514-8040; F: (212) 514-8045. Both organizations produce annual reports on the status of freedom and human rights throughout the world.

Two university-based centers that produce first-rate educational materials on human rights are (1) Center for Teaching International Relations of the Graduate School of International Studies at the University of Denver; Denver, CO 80208; T: (303) 871-3106; F: (303) 871-2456; E: <mmontgom@du.edu>; and (2) Center for the Study of Human Rights at Columbia University; 1108 International Affairs Building, MC: 3365, New York, NY 10027; T: (212) 854-2479; F: (212) 316-4578; E: <eshr@columbia.edu>.

The United Nations, of course, is a key source of information and curricular materials on human rights. The United Nations World Wide Web site features "CyberSchoolBus," a collection of K-12 curricular materials and other resources for teaching and learning about human rights and related topics, at <http://www.un.org/Pubs/CyberSchoolBus/>. For other United Nations educational resources, contact the United Nations Office of Communications and Public Information, New York, NY 10017; and contact UNESCO's Education Information Service, 7 Place de Fontenoy, 75700 Paris, France; <http://www.education.unesco.org/>.

Conclusion

During the second half of the twentieth century, support of human rights has become prominent throughout the world, and the flagrant abuse of those rights anywhere is likely to become a global concern. Most governments in the nation-states of today's world recognize the legitimacy of international interest in the inherent rights of every person, even if some do it grudgingly or superficially. Given the global primacy of human rights, there should be pervasive and systematic human rights education in schools throughout the world.

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Civic Education for Constitutional Democracy: An International Perspective

An ERIC Digest by John J. Patrick

December 1995

The ideas of liberty, democracy, and constitutionalism have risen to global prominence in the 1990s, as major bastions of totalitarian communism have crumbled and collapsed. In various parts of the world, from Central and South America to South Africa to Central and Eastern Europe to Central Asia, newly empowered citizens have tried to build democratic foundations for their nation-states. And in their daunting pursuit of the "blessings of liberty," they have understood that new curricula for their schools are as important as new constitutions for their governments. Among other educational goals, they have recognized that schools must teach young citizens the theory and practices of constitutional democracy if they would develop and sustain free societies and free governments.

Regardless of their differences in history, culture, and resources, all people interested in teaching constitutional democracy authentically and effectively must address general educational elements pertaining to civic knowledge, civic skills, and civic virtues. These general and basic categories of civic education may be treated variously by educators of different countries. But there are certain themes within each generic category that are international and transcultural. They are the criteria by which we define civic education for constitutional democracy. So, these defining characteristics or standards must NOT be avoided or violated by anyone who would teach authentically the knowledge, skills, and virtues of civic life in a constitutional democracy dedicated to liberty.

Essential Civic Knowledge

The first objective of civic education is to teach thoroughly the meaning of the most basic idea, so that students will know what a constitutional democracy is and what it is not. If students would be prepared to act as citizens of a constitutional democracy, they must know how to distinguish this type of government from other types. The label, constitutional democracy, has often been used by regimes with showcase constitutions proclaiming popular governments and individual rights, which have meant little or nothing to the regime's victims of tyranny. The so-called "people's democracies" of former communist countries are tragic twentieth-century examples of the bogus use of a political label.

Through their civic education in schools, students should develop defensible criteria by which to think critically and evaluate the extent to which their government and other governments of the world do or do not function authentically as constitutional democracies. A few key concepts necessary to a deep understanding of constitutional democracy must be taught and learned, such as the rule of law, limited government, representative government, individual rights, popular sovereignty, political participation, and civil society. Students must learn how these key concepts of democratic political theory are institutionalized and practiced in their own country in comparison to other nation-states of the world.

Finally, students must pursue inquiries about the transnational, generic, perennial problems of any constitutional democracy: how to combine liberty with order, majority rule with minority rights, and private rights with the public good. They must understand that a constitutional democracy will fail (1) if the government has too much power or too little power and (2) if the government overemphasizes majority rule at the expense of minority rights or vice-versa. How to practically and effectively address these dilemmas is the ultimate challenge of citizenship in a constitutional democracy and the determiner of the political system's destiny.

Essential Civic Skills

Core knowledge must be applied effectively to civic life if it would serve the needs of citizens and their "civitas." Thus, a central facet of civic education for constitutional democracy is development of intellectual skills and participatory skills, which enable citizens to think and act in behalf of their individual rights and their common good. Intellectual skills empower citizens to identify, describe, and explain information and ideas pertinent to public issues and to make and defend decisions on these issues. Participatory skills empower citizens to influence public policy decisions and to hold accountable their representatives in government.

The development of civic skills requires intellectually active learning by students inside and outside the classroom. Students are continually challenged to use information and ideas, individually and collectively, to analyze case studies, respond to public issues, and resolve political problems.

Essential Civic Virtues

A third generic category of democratic civic education pertains to virtues. These are traits of character necessary to preservation and improvement of a constitutional democracy. If citizens would enjoy the privileges and rights of their polity, they must take responsibility for them, which requires a certain measure of civic virtue.

Civic virtues, such as self-discipline, civility, compassion, tolerance, and respect for the worth and dignity of all individuals are indispensable to the proper functioning of civil society and constitutional government. These characteristics must be nurtured through various social agencies, including the school, in a healthy constitutional democracy.

The Democratic Teacher

Three generic components of democratic civic education, which transcend political boundaries and cultures are (1) core concepts that denote essential knowledge, (2) intellectual and participatory skills that enable practical application of civic knowledge, and (3) virtues that dispose citizens to act for the good of their community. The effective democratic teacher develops lessons and learning activities for students that emphasize and intertwine the three generic components of international civic education in a classroom environment compatible with the theory and practices of constitutional democracy and liberty.

The democratic teacher, for example, emphasizes interactive learning tasks in which students are challenged to take responsibility for their achievement of educational objectives. The democratic teacher encourages and protects free and open expression of ideas in an atmosphere of academic freedom. Further, the democratic teacher establishes and applies rules fairly, according to principles of equal protection and due process for each individual. There is recognition that true liberty is inextricably connected with just rules, and that the equal right to freedom of individuals depends upon an equitable rule of law for all members of the community. Finally, the democratic teacher creates a classroom environment in which the worth and dignity of each person is respected.

Democratic teachers take responsibility for developing challenging and interesting lessons for students. Thus, they continue to educate themselves through a life-long program of reading, thinking, reflecting, and planning to enhance their capacities for the education of citizens. And, they continue to seek, obtain, and use resources for civic education, such as those listed in this ERIC Digest.

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Teaching Democracy in East Central Europe: The Case of Poland

An ERIC Digest by Richard C. Remy

August 1994

The end of communism in East Central Europe has posed a challenge and an unprecedented opportunity for civic educators in the United States. As educational reformers in former communist countries have begun to build new civic education programs that will support democracy, they have turned, in part, to the United States for assistance in overcoming an imposing array of obstacles left by the long night of communist despotism. These obstacles include the lack of classroom instructional materials, teachers with little or no understanding of democracy and no training in appropriate pedagogical techniques, teacher educators who themselves are ill-equipped to teach about self-government, and educational administrators who have no professional training and little understanding of the implications of democracy for the operation of schools. In response, some civic education projects involving cooperation among American and Central European educators are now underway in several countries in the region; more are needed. In Estonia, for example, the Jaan Tonisson Institute of Estonia and the International Foundation for Electoral Systems of the United States have been conducting seminars for teachers on core ideas of liberal constitutional democracy. In Hungary, civic educators from Syracuse University have been working with Hungarian colleagues on teacher training and curriculum-related activities.

One of the largest, most comprehensive projects is "Education for Democratic Citizenship in Poland" (EDCP), a cooperative effort of the Polish Ministry of National Education, the Mershon Center at The Ohio State University, and the Bureau for Civic Education in Local Control Schools at Warsaw, Poland. EDCP is often cited as a model of how to construct a long-term, multi-dimensional approach to civic education reform in the region. A closer look at EDCP provides some insights on what can be achieved and what American civic educators have to offer their colleagues in Central Europe.

Project Background

The EDCP Project began in February, 1991, when I visited Poland at the request of the Ministry of National Education to consult with officials and educators on a long-term plan for civic education. The plan we developed called for a set of distinct but related activities that would respond to specific, urgent problems identified by the Poles, such as the desperate need for new teaching materials. At the same time, we tried to design these specific activities so they would also contribute to several longer-term goals. These goals were to institutionalize civic education in all schools in Poland for the next decade, to contribute to a national dialogue among Polish educators on the meaning of democratic citizenship and civic education, and to build strong linkages between American and Polish civic educators.

After developing the plan, I returned to Poland in August, 1991 with OSU President Dr. E. Gordon Gee. We presented the Polish Minister of Education with a Proclamation pledging cooperation between Mershon and the Ministry on the project, Education for Democratic Citizenship in Poland. The Ministry made this project a priority and has covered most in-country expenses for Polish and American participants. For its part, the Mershon Center proceeded to secure American financial support for the EDCP Project from several U.S. government agencies and a private foundation, as noted below.

The Projects' Original Activities

The project on Education for Democratic Citizenship in Poland has carried out five major activities.

- Curriculum Guide for Civic Education in Poland, funded by the National Endowment for Democracy (NED). Twenty-five Polish educators working in Poland with American civic educators have developed a curriculum guide and support materials. The guide presents the rationale, goals, objectives, and content outlines for a primary school and secondary school civics curriculum. One supporting book presents 16 sample lesson plans illustrating topics and goals set forth in the curriculum guide. A second book consists of 36 readings on political life, citizenship, and human rights by prominent Polish social scientists and political activists. The readings provide background information on key topics set forth in the guide.

- Primary School Civics Course, "Civic Education: Lesson Scenarios," funded by the United States Information Agency (USIA). Polish educators in residence at the Mershon Center from September 1992 through February 1993

developed a civics course for Polish primary schools (grades 6-8) containing 82 lessons. Each lesson includes instructions for the teacher and materials for the students, such as case studies, decision trees, maps and charts, primary sources, and the like. The lessons are organized into seven units on such topics as "Principles of Democracy," "Human Rights and Freedoms," "The Free Market Economy," and "Poland and the World." The course has been approved by the Ministry of National Education as a replacement for previous courses.

- Course for Pre-Service Teachers - "The School in Democratic Society," funded by The Pew Charitable Trusts. Polish university professors in residence at the Mershon Center from September through December 1992 have prepared a detailed syllabus for a two-semester course on the principles of democracy as they apply to the organization and operation of schools. The syllabus is organized around seven topics including "Student Rights and Responsibilities," "Schools and the Local Community," and "The Role of Schools in a Democratic Society." The syllabus presents goals, detailed explanations, suggested readings, and sample teaching strategies for each topic.

- A Network of Five Centers for Civic and Economic Education, funded by the National Endowment for Democracy (NED). Five regional centers have been established in Warsaw, Gdansk, Krakow, Lublin, and Wroclaw. They are providing in-service training for teachers on the new civics course developed by the Project, creating libraries of resource materials, and conducting public education programs for children and adults.

- International Conference on Civic Education, funded by the Polish Ministry, Mershon, USIA, and The Pew Charitable Trusts. In December, 1993 prominent educators and scholars from across Poland met in Warsaw to critique and discuss the materials developed by the EDCP Project. Project materials were distributed. American civic educators participated as did representatives from non-governmental organizations and the ministries of education of Albania, Estonia, Latvia, Lithuania, and Romania, as well as a representative of the European Community.

Additional Activities Underway

Four new activities, not called for in the original plan for EDCP, have developed out of the original activities and are now underway.

- Society for Civic Education, start-up funds from the Mershon Center. Polish teachers are establishing a professional organization for primary and secondary school teachers and others interested in citizenship education. The new Polish Society for Civic Education plans to hold meetings, facilitate in-service training of teachers, sponsor instructional materials development projects, and so forth. In addition, the Society hopes to develop connections with similar organizations in other countries.

- A Close-up Look at Polish Politics and Government - "Civis Polonus," start-up funds from USIA and Mershon. Polish educators have created a program that will annually bring students and their teachers from across Poland to Warsaw to meet government leaders and observe democratic political activities first-hand. A first for Poland, "Civis Polonus" (Polish Citizen), is modeled on programs like those conducted by the Close Up Foundation in the United States. The first program took place in July 1994 with students engaging in discussions with policymakers, visiting key institutions of national government, and participating in a simulation on the role of the Polish Senate.

- A Book for Educators and Policymakers, start-up funds from the Mershon Center. This book, "Civic Education for Democracy: Lessons from Poland," will contain original essays, by Polish and American scholars and educators, analyzing the conceptual, educational, and policy implications of the EDCP project in light of the global democratic revolution. The book will contain chapters focused directly on the EDCP Project as well as chapters on issues related to teaching core ideas of constitutional democracy worldwide.

- Research on Civic Education and Democratization in Poland, funded by the Mershon Center. A multi-disciplinary team of Polish and American social scientists and educators have recently begun what is hoped will become a long-term civic education research program that will examine the impact of Polish efforts to establish new programs of citizenship education. Initial steps include analysis of existing Polish data sets on political socialization, the preparation of working papers on research methodology for assessing civic education, a small conference in Warsaw, and the preparation of case studies.

Directors and Participants

Dr. Richard C. Remy, the Mershon Center, and Dr. Jacek Strzemieczny, Director of the Bureau for Civic Education in Local Control Schools, co-direct the EDCP Project. Dr. Karimierz Slomczynski, Professor of Sociology at The Ohio State University and Warsaw University, and Dr. John J. Patrick, Professor of Education at Indiana University, serve as Chief Consultants.

In addition to teachers from across Poland, over 25 professors of education, political science, economics, philosophy, sociology, psychology, and history are involved in the Project. The institutions represented are The Ohio State

University, Harvard University, University of Cincinnati, University of Maryland, Indiana University, Warsaw University, Krakow Higher Pedagogical Academy, and Jagiellonian University at Krakow.

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Civic Education for Global Understanding

An ERIC Digest by Charles Titus

April 1994

Preparation of young people for effective citizenship has been a major concern of American educators. Today, however, when the world has been made immeasurably smaller through revolutionary developments in communications and transportation, and as the planet is threatened by a constellation of transnational problems of staggering complexity, a different approach to citizenship preparation seems needed. This approach—which might be called civic education for global understanding—includes a renewed engagement with and dedication to the civic needs of our nation. It continues to involve "explicit and continuing study of the basic concepts and values underlying our democratic community and constitutional order" in the United States (Butts 1988, 184). It also incorporates, however, recognition that Americans are residents of a planet that has become a global village. This development requires our civic attention and action on a transnational and transcultural scale (Boulding 1988).

Why Do Americans Need Civic Education for Global Understanding?

Plainly, American civic involvement needs restoration. Stuart Langton (1990, 305) has observed that post-modern life in the United States has created a number of "alienating conditions" which have become "barriers to healthy civic life today." These barriers, according to Langton, include an unending and rapid cascade of change, especially in the amount of information available and the speed with which it is handled; an enormous range of complex problems at local, national, and international levels; and confusion about "the amount of disinformation in advertising and public debate." Such factors contribute to an "apathy and consumerism" which numb Americans and induce in them a sense of helplessness "in the face of forces beyond their control."

This alienation has, according to Suzanne Morse (1989, 1), contributed to a continuing decline in the number of citizens who vote in public elections. Further, there has been troubling unfamiliarity of voters on key issues and problems when they do go to the polls. Serious societal dislocation such as crime, homelessness, and violence haunts America. These conditions call for renewed civic education about the structures and functions of American government and about a sense of community in America.

But beyond these very real demands for citizenship education devoted to the internal civic requirements of the nation, there exists, too, a need for a broader understanding that will equip young Americans to live effectively in the complex and interrelated world to which their country is inextricably connected. A host of transnational problems, including the disposal and regulation of nuclear weapons, the world-wide difficulties of environmental pollution, shortages of natural resources, and a rapidly emerging interdependent world economy, has in one way or another transformed the lives of almost all Americans. Our students need familiarity with what Elise Boulding (1988) has called a "global civic culture." That familiarity would help Americans recognize their obligations to their own nation and to the planet at large.

What are the Components of Civic Education for Global Understanding?

The first component involves educating young Americans about their nation's history and government, with emphasis upon the core concepts of democracy in the United States. The core concepts reflect content from four systems—political, legal, economic, and social—which when conjoined form the substance of democratic citizenship (Jarolimek 1990). This first component acknowledges American citizenship in a nation-state, which has its own history, traditions, culture, national identity, and national interests.

The second component sharpens student awareness that the responsibilities of citizenship extend far beyond national boundaries and recognizes that irreversible global changes are challenging long-standing conceptions of American civic education. It enhances a growing sense of a civic responsibility to the planet at large. This second component of civic education for global understanding involves "development of competent and responsible citizens whose perspective, knowledge, and skills will enable them to participate more effectively in local, state, national, and international affairs" (Branson 1989, 1).

What are the Goals of Civic Education for Global Understanding?

Included in the first set of goals is a revivified civic interest and increased participation in community and national affairs by citizens; an improved civic literacy which flows

from a sound understanding of the fundamental structure and operation of the American governmental system (including the United States Constitution); and an ability to make reasoned, reflective decisions about public policy issues. A renewed appreciation of America's history and cultures is also included among these goals, as is a heightened respect for an understanding of the bedrock of the American political experience. Achievement of these goals will help insure that Americans maintain and improve the democratic framework which has sustained the United States since its founding more than two centuries ago.

The second set of goals encompasses an enhanced recognition by Americans that their obligations of citizenship extend beyond the nation's frontiers; that all people have a common identity as members of the human species; and that the plethora of conditions once categorized as national problems are now, or very soon will be, transnational problems that require a commitment to a "global civic culture" if they are to be solved (Boulding 1988). Also included among this second group of goals is a better understanding of this nation's changing international role in a post-Cold War world and knowledge of the expanding network of international connections which continues to tie nations ever more closely to each other. Meeting this set of goals will contribute to an enlightened recognition among Americans of the full range of this country's global connections and involvement.

How is Citizenship Education for Global Understanding to be Implemented?

Implementation of a meaningful and effective civic education for global understanding requires changes from the way much civic education has traditionally been carried out. One change involves how we teach. As William T. Callahan (1990, 338) has commented, "[G]ood citizens are made not born. The repertoire of intellectual and interpersonal skills needed for effective civic participation must be learned, and to be learned well they must be practiced." The skills, which include the ability to help shape public judgment, are created by meeting, talking, and thinking with other members of the student's community inside and outside of the school.

Benjamin Barber (1992, 245-261) has outlined a model program of civic education at Rutgers University which teaches citizenship through a combination of schooling and community service. A similar program, with some modification, could be applied to secondary schools as well. Such efforts can help us renew our commitment to the national community through service to the local community.

Elise Boulding has described how much progress toward what she has called "a global civic culture" can be made through our individual participation in one or more "INGOs"—international non-governmental organizations, such as sister-city programs, Girl Scouts and Boy Scouts, sports associations, and other groups. Such participation can help to shatter our narrow, national encapsulation and expand our global understanding.

Implementation of civic education for global understanding calls for changes in the traditional approach to social studies subject matter as well. A revitalized history curriculum, which focuses on global connections in United States history (and there are many of these) can illuminate both our own past and our nation's continuing place in the world.

The study of geography is of paramount importance for it reveals where the resources of the world—human and non-human—are located and how they are related. It focuses on those geo-political factors which plainly will help shape our own history and the history of others; and it expands our knowledge of cultures beyond our own national boundary lines (Jarolimek 1990).

Economics too assumes a significant role in this new approach to civic education. Improved understanding of economics, particularly in terms of international trade and how such trade has been shaped by the development of manufacturing processes and wage and labor considerations in many countries, is of cardinal importance (Jarolimek 1990).

Achieving a new civic education for global understanding will be difficult. Many factors mitigate against it. These include the inertia induced by what has been called the "deep structure of American schools" (Tye 1992, 10) and resistance by some who, alarmed by the term "global," may see such efforts as a threat to national unity. Yet the future of American democracy depends in large part on how well the citizens of our nation gain the competence of citizenship needed to carry out their civic responsibilities, both here at home and in the world.

References and ERIC Resources

The following list of resources includes references used to prepare this Digest. The items followed by an ED number are available in microfiche and/or paper copies from the ERIC Document Reproduction Service (EDRS). For information about prices, contact EDRS, 7420 Fullerton Road, Suite 110, Springfield, Virginia 22153-2842; telephone numbers are (703) 440-1440 and (800) 443-3742. Entries followed by an EJ number, annotated monthly in CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE), are not available through EDRS. However, they can be located in the journal section of most larger libraries by using the bibliographic information provided, requested through Interlibrary Loan, or ordered from the UMI reprint service.

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Tye, Kenneth. "Restructuring Schools: Beyond the Rhetoric." PHI DELTA KAPPAN 74 (September 1992): 9-14. EJ 449 869.

DESCRIPTORS: Citizen Participation, Citizen Role, Citizenship Education, Citizenship Responsibility, Civics, Elementary Secondary Education, Global Approach, International Relations, Social Studies, World Affairs Identifiers: ERIC Digests, Global Education

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The IEA Civic Education Study: Expectations and Achievements of Students in Thirty Countries

An ERIC Digest by Judith Torney-Purta, John Schwille, and Jo-Ann Amadeo

December 1999

What are adolescents expected to know about democratic practices and institutions? How do societies convey a sense of national identity? What are young people taught about diversity and social cohesion? In short, what expectations do democratic societies hold for the development of political knowledge, skills, and attitudes among young people? And how does a country's political or economic situation influence these notions of citizenship and democracy? These questions were examined by researchers from countries in Europe, North and South America, Asia, and Australia during the first phase of the IEA Civic Education Study. The International Association for the Evaluation of Educational Achievement (IEA) is a consortium of educational research institutes in 53 countries (headquartered in Amsterdam). This Digest treats the origins, purposes, and methods of the IEA Civic Education Study.

Historical Perspective

In 1971, IEA conducted a study of civic education in nine countries including the U.S., Finland, Israel, Italy, and Germany (Torney, Oppenheim, and Farnen 1975). In the next decade and a half, interest in research on civic education declined. The early 1990s, however, saw several attempts to revive research about political socialization and civic education among political scientists (Niemi and Hepburn 1995) and psychologists (Haste and Torney-Purta 1992). A National Assessment of Educational Progress (NAEP) took place in 1998 (Patrick 1997), and at the end of the decade a reanalysis of the 1988 NAEP data appeared (Niemi and Junn 1998). In 1993, the General Assembly of IEA decided to mount an ambitious two-phase study of civic education, the first phase more qualitative and the second more quantitative.

The IEA Civic Education Study of the 1990s

The goal of the current IEA Civic Education Study is to identify and examine in a comparative framework the ways in which young people are prepared for their roles as citizens in democracies and societies aspiring to democracy. The study focuses on the school but is not restricted to the formal curriculum. For purposes of the study, subjects related to civics are defined to include history, geography, government, and mother tongue studies (and religion in some countries). There are also attempts to foster citizenship across the curriculum without tying it to a specific subject.

Both phases of the study were designed to provide information regarding 15 questions of interest to policymakers and educators. For example, "what is the status of citizenship education as an explicit goal for schools?"

Three content domains are covered in the study: "Democracy, Democratic Institutions and Citizenship," "National Identity and International Relations," and "Social Cohesion and Diversity" (including an understanding of discrimination). These domains were chosen through vote by the study's National Research Coordinators.

The following countries participated in both phases of this study: Australia, Belgium (French), Bulgaria, Colombia, Cyprus, Czech Republic, England, Finland, Germany, Greece, Hong Kong, Hungary, Israel, Italy, Lithuania, Poland, Portugal, Romania, Russia, Slovenia, Switzerland, and the United States. In addition, Canada and the Netherlands participated only in Phase 1. The following countries participated only in Phase 2: Chile, Chinese Taipei, Denmark, Estonia, Latvia, Norway, Slovak Republic, and Sweden.

Phase 1

The first and more qualitative phase of the study relied on national research coordinators in each country interviewing experts on civic education about expectations for adolescents. Researchers also analyzed curriculum frameworks, national standards, and textbooks. Focus groups were used in some countries. These data were summarized in answers to 18 "Case Study Framing Questions" on the expectations for student learning about topics such as elections, individual rights and obligations, national identity, relations with other nations, political parties, civil society, the role

of the media, local problems, and links between economics and politics.

The first publication from the study, "Civic Education across Countries: Twenty-four National Case Studies from the IEA Civic Education Project" (Torney-Purta, Schwille, and Amadeo 1999) provides chapter-length summaries of these national case studies. An introductory chapter describes the study's theoretical framework and summarizes a dozen themes identified across countries, including the following:

- There is a common core of content topics across countries in civic education.
- There is unanimity among the authors of the national case studies that civic education should be based on important content that crosses disciplines, and that it should be "participative, interactive, related to life, conducted in a non-authoritarian environment, cognizant of the challenges of societal diversity, and co-constructed with parents, the community, and non-governmental organizations, as well as the school" (Torney-Purta, Schwille, and Amadeo 1999, 30). No country, however, has achieved these goals for all students.
- In all these countries there are courses designated to have specific responsibilities in this area, only some of which bear the label "civics." The goals of civic education are also addressed throughout the curriculum, the entire school day, and the cultures of the school and classroom. Out-of-school influences play a major role, too.
- There is a widely perceived gap between the goals for democracy expressed in the curriculum and the reality of the society and school. Implementing ambitious programs has been difficult, and there is concern about teacher preparation.
- Although educators often try to convey the excitement of the political process and the importance of participation, students frequently show a general disdain for politics. To counteract these tendencies, some countries employ student-generated projects or encourage youth to volunteer in their communities.
- Social diversity is an area where there is tremendous concern in nearly all of these nations, without much sense of the best direction for program development.

Phase 2

The national case studies contributed to the design of instruments for Phase 2 of the study, in which approximately 120,000 students age 14 and 17-18 from nationally representative samples were tested during 1999. The International Coordinating Center is at the Humboldt University of Berlin.

The instruments are not limited to the cognitive domain. It was nevertheless a priority to build a keyable test that was strong psychometrically and represented content that participating countries thought important. Over a two-year period, 38 multiple choice items measuring knowledge and skills (for 14-year-olds tested in 30 countries) and 42 items for an upper secondary population (tested in ten countries) were chosen from a pool of 140 items matched to the expectations for learning about democratic principles and issues cross-nationally. For both age groups there are also measures of students' concepts of democracy and citizenship, and scales assessing attitudes, that do not have correct answers.

Perhaps most importantly, items measuring political engagement and reported behaviors—actions and community service which the adolescent could perform—were included. Students were asked to which organizations they belonged and what political actions they expected to undertake as adults.

Finally, the study examines the influences of both fact-based instruction and the climate for expressing opinions in the classroom, as well as opportunities for participation in student government and in other organizations. In addition, it takes account of out-of-school influences such as the family or the media which may either reinforce or compete with what is presented in school. Teacher and School Questionnaires were also administered.

The Phase 2 Release Report, including basic tables and comparative analysis, will be made available to the press and the public in early 2001.

Conclusion

The recently enhanced interest in civic education programs across the world has not been matched by extensive evaluation or research. The IEA Civic Education Study, which is the collaborative work of researchers in more than 30 countries, takes a substantial step toward filling that gap. The initial publication of the current IEA Civic Education Study, "Civic Education across Countries: Twenty-four National Case Studies from the IEA Civic Education Project" (622 pages), is available from IEA (Amsterdam) or the National Council for the Social Studies (IEA's U.S. distributor). To order, call toll-free 1-800-683-0812 (#409501). The price of a single copy is $53.

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DESCRIPTORS: Citizenship Education, Citizenship Responsibility, Civics, Democracy, Democratic Values, Educational Assessment, Educational Planning, Evaluation Methods, Foreign Countries, Knowledge Level, Political Issues, Program Evaluation, Secondary Education, Social Studies, Student Evaluation
IDENTIFIERS: Canada, Chile, Colombia, ERIC Digests, Europe, Hong Kong, International Assn Evaluation Educ Achievement, Israel, Russia, Taiwan

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NOTE: For document reporting on Phase 1 of the IEA study, see ED 431 705 (Civic Education across Countries: Twenty-Four National Case Studies from the IEA Civic Education Project).

AVAILABLE FROM: ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Bloomington, IN, 47408. Tel: 800-266-3815 (Toll Free).

History

EJ600282
Maiewskij-Hay,-Valentina
Global History from the Local Perspective: An Instructional Technique.
Teaching-History:-A-Journal-of-Methods; v24 n2 p71-77 Fall 1999
ABSTRACT: Presents a genealogy/migration assignment that encourages students to recognize how their individual histories fit into the global world. Expounds that the students traced the migration of their ancestors from the Eastern Hemisphere to the United States and then within the United States to the Appalachian region. (CMK)
DESCRIPTORS: *Genealogy-; *Global-Education; *Immigration-; *Local-History; *Migration-; *Relevance-Education; Ethnic-Origins; Student-Reaction; World-History

ED395862
Kang,-SunJoo
History in the Global Age.
1995
EDRS Price MF01/PC02 Plus Postage.
http://orders.edrs.com/members/sp.cfm?AN=ED395862
ABSTRACT: This paper attempts to clarify: (1) the need to educate citizens to cope with contemporary global challenges and (2) the purpose of history and to examine the way to organize history in the global age. The document suggests that the purpose of world history and national history is to enable students to develop a global perspective and that world history should be viewed in all its aspects from a global perspective. The paper contends that the goal of history teaching must change from the focus of U.S. citizenship to that of world citizen. The text is divided into six parts: (1) "Introduction"; (2) "The Age of Global Interdependence"; (3) "Citizen Education in the Global Age"; (4) "Global Perspective in History"; (5) "History for Global Perspective"; and (6) "Conclusion." (EH)
DESCRIPTORS: *Global-Education; *History-Instruction; *United-States-History; *World-History; Citizenship-; Citizenship-Education; Global-Approach; Secondary-Education; Social-Studies

ED389656
Brown,-Jeffrey-L.; and-others
A Sustainable Development Curriculum Framework for World History and Cultures.
Global Learning, Inc., Montclair, NJ.
1991
Global Learning, Inc. (SDCF), 1018 Stuyvesant Avenue, Union, NJ 07083 ($35; plus $3 shipping).
Funding also received from the Allied Signal, Inc.
EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
ABSTRACT: This resource book provides methods and resources for teachers to integrate global issues and sustainable development concepts into a high school curriculum focusing on world history, world cultures, world geography, or global studies. The resource book contains 12 chapters. Chapter 1 is "Sustainable Development and World History and Cultures." Chapter 2 is "Student Objectives." Chapter 3 is "Methods for Infusing Sustainable Development in World History and Cultures Courses." Chapter 4, "Sample Lessons," contains: (1) "Introduction"; (2) "What's in a Name?"; (3) "Values and Sustainable Development"; (4) "Introduction to Sustainable Development"; (5) "Cultural Assumptions and Sustainable Development"; (6) "Africa and the Industrial Revolution"; (7) "Worldviews of Development"; (8) "The Quality of Life and Sustainable Development"; and (9) "Decisions for a 'Developing' Nation." Chapter 5, "An Analytical Framework for Sustainable Development," includes: (1) "Introduction"; (2) "Sample Questions"; (3) "Definitions and Examples"; and (4) "Sources." Chapter 6, "Annotated List of Lessons for Teaching Sustainable Development," contains: (1) "Introduction"; (2) "Sample Placement of Lessons"; (3) "Annotated List of Lessons"; (4) "Sources"; and (5) "Index to the Annotated List of Lessons." Chapter 7 identifies courses for the inclusion of teaching sustainable development. Chapter 8, focusing on resources, is divided into three sections. The first section is a core selection of videos; the second section lists videos organized topically; the third secton focuses on Africa. Also listed in this chapter are: sources of audiovisuals; bibliography; free publications; and resource organizations. Chapter 9 provides "A Guide to Action for Sustainable Development." Chapter 10 suggests "Test Questions." Chapter 11 provides further readings on sustainable development. Chapter 12 provides a glossary for the concepts presented. (EH)
DESCRIPTORS: *Global-Approach; *Global-Education; *Justice-; *Science-and-Society; *Sustainable-Development; *World-History; Culture-; Economic-Development; Environmental-Education; Natural-Resources; Secondary-Education; Secondary-School-Curriculum; Social-Studies

EJ536760
Salmon,-Sue-Anne; and-others
Global Connections. Six Lesson Plans.
Social-Education; v60 n7 suppl p1-8 Nov-Dec 1996
ABSTRACT: Presents six lesson plans that illustrate thematic strands contained in "Expectations of Excellence: Curriculum Standards for Social Studies." Each plan also relates to the ninth strand of the standards, "Global Connections." The lesson plans cover a variety of subjects, grade levels, and instructional strategies. (MJP)
DESCRIPTORS: *Colonial-History-United-States; *Global-Education; *Interdisciplinary-Approach; *Social-Studies; *United-States-History; Cultural-Pluralism; Elementary-Secondary- Education; Film-Study; Global-Approach; Immigration-; Learning-Activities; Multicultural-Education

ED391747
White,-Barbara-Jo; Sheffield,-Elise-Sprunt
The World Map Project Handbook.
Peace Corps, Washington, DC. Office of World Wise Schools.
1995
U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.
Based on "The World Map Project Manual" by Barbara Jo White.
EDRS Price: MF01/PC04 Plus Postage.
http://orders.edrs.com/members/sp.cfm?AN=ED391747
ABSTRACT: This handbook can be used by anyone with an interest in mapmaking. The step-by-step guide shows how to draw, plan, and color a one-of-a-kind world map. There is a list of materials, supplies, worksheets, and a trouble-shooting appendix for special situations. The guide also provides a variety of enrichment activities to promote continued involvement with the world map. The activities stress cooperative problem-solving for participants of all ages. There are three parts in the guide: (1) "How to Make Your World Map"; (2) "How to Use Your World Map"; and (3) "Resources for Making Your World Map." An appendix containing directional material and a bibliography is also included. (EH)
DESCRIPTORS: *Cartography-; *Geography-; *Global-Education; *Map-Skills; *Maps-Area-Studies; Elementary-Secondary-Education; Geographic-Location; Geographic-Regions; Locational-Skills-Social-Studies; Social-Studies; Topography-

EJ578567
Soto,-Barbara
Walking on the Wild Side: Geographic Field Study for Fifth Graders.
Social-Studies; v89 n5 p236-38 Sep-Oct 1998
ABSTRACT: Summarizes a geography unit for elementary school students that allows them to explore the social geography of their own local environment and compare it with those of students in partner schools around the world via the Internet. Includes suggestions for teachers who wish to create their own projects. (DSK)
DESCRIPTORS: *Geography-Instruction; *Global-Education; *Human-Geography; *Student-Projects; Cross-Cultural-Studies; Field-Trips; Grade-5; Intermediate-Grades; Internet-; Social-Studies; Units-of-Study; World-Geography

EJ578543
Johnston,-Deborah-Smith; Brown,-Barbara
How Big is Africa?
Social-Education; v62 n5 p278-81 Sep 1998
ABSTRACT: Presents three activities adapted from the "How Big Is Africa?" Curriculum Guide developed by the African Studies Center of Boston University. Includes activities designed to make students aware of the diversity extant in Africa and the vastness of the continent. Targets students at the upper-elementary and middle school levels. (DSK)
DESCRIPTORS: *African-Studies; *Geography-Instruction; *Global-Education; *Multicultural-Education; African-Culture; African-History; Foreign-Countries; History-Instruction; Instructional-Materials; Intermediate-Grades; Middle-Schools; Social-Studies

ED381659
Walker,-Sam
World Geography. The Port of Baltimore Workplace Skills Development Project.
Dundalk Community Coll., Baltimore, MD.
1994
For related documents, see CE 068 754-762. Maps contain broken print.
EDRS Price: MF01/PC03 Plus Postage.
http://orders.edrs.com/members/sp.cfm?AN=ED381659
ABSTRACT: This set of learning modules was developed during a project to deliver workplace literacy instruction to individuals employed in the more than 50 businesses related to the activities of the Port of Baltimore. It is intended to accomplish the following objectives: familiarize students with basic concepts of geography; give students knowledge of geographic techniques, basic cartographic techniques and analysis, information about world trade and transport, knowledge of ongoing issues in world geography, and a concept of regional and cultural relativity; enhance students' knowledge of the world's regions and nations; familiarize students with common trade routes; and enhance students' understanding of the world marketplace. The first module is intended to introduce students to the course objectives and intent and determine the extent of their geographic knowledge. The following topics are covered in the remaining seven modules: geographic techniques and concepts; the North Atlantic region; South America; Africa; the Middle East; Northern and Central Asia; and East Asia, Pacifica, and Australia. Each module contains objectives, procedures, and student handouts. (MN)
DESCRIPTORS: *Cross-Cultural-Training; *Global-Education; *International-Trade; *Literacy-Education; *World-Geography; Adult-Basic-Education; Adult-Literacy; Functional-Literacy; Reading-Skills; Skill-Development

ED398112
Roessler,-Michael
What Do They Do In OUAGADOUGOU? (Wa-ga-do-goo) Discovering Other Cultures.
1993
Educational Activities, Inc., P.O. Box 392, Freeport, NY 11520 (stock number DK 25008: $79 for either AppleII or MS-DOS version).
EDRS Price: MF01 Plus Postage. PC Not Available from EDRS.
ABSTRACT: This document consists of the documentation and worksheets that accompany a computer program available on diskette. The computer program is designed to reinforce and enhance a student's knowledge of global geography through a game format. In each game, students are given clues and challenged to identify five different countries that have been selected from a total of 20 countries. If the student correctly identifies the country then points are awarded but a student loses points when answers are incorrect (to discourage guessing). Players also score points by locating countries on a world map. One or two students may play at a time. Teachers can use the clues provided on the program, or by using the teacher's menu they can edit the clues, or can create their own. Student scores are shown at the end of every round. Six reproducible activity worksheets accompany the disks. Goals to be achieved include learning about cultural, physical, and economic geography of the 20 countries included in the program; stimulating interest in global education; discovering how young people live in other countries; practicing drawing inferences from written and graphic data; and familiarizing students with the location of 20 countries. (JAG)
DESCRIPTORS: *Global-Education; Computer-Assisted-Instruction; Cultural-Education; Economics-Education; Educational-Games; Foreign-Countries; Grade-6; Intermediate-Grades; Multicultural-Education; Secondary-Education; Social-Studies

ED345575
Integrating Culture and Geography: Techniques To Combat Ethnocentrism in the Foreign Language Classroom.
Barnada, Kurt
1991
ABSTRACT: The study of geography and culture are both essential to development of global awareness and multicultural perspective. The two can be integrated in secondary school instruction, with the result of enhancing each. Cross-disciplinary strategies and activities can be adapted to any course with a cultural component, including second language teaching. Five themes in geography serve as a basis for instruction: location (cartography and relationships with other places); place (physical and human characteristics); regions; relationships within places; and movement (migration and trade). Reductions in geography instruction support the need for integration of this subject with others. The integrative and global approach to education is occurring at a time when secondary teachers are reorganizing curricula to promote self-directed learning. At the same time, language educators are reassessing and reinforcing the role of culture in second language learning. Geography can serve as the foundation for discussion of many aspects of culture, especially through incorporation of the five themes of geography. (MSE)
DESCRIPTORS: Classroom Techniques; *Cultural Awareness; *Cultural Pluralism; Elementary Secondary Education; *Ethnocentrism; *Geography Instruction; *Interdisciplinary Approach; Second Language Instruction

EJ499424
Preparing Teachers to Make a Global Difference.
Mantle-Bromley, Corinne
Foreign Language Annals; v26 n2 p208-16 Sum 1993
ABSTRACT: Describes an experimental course for language teachers in global education. The course tested the hypothesis that teachers, given an in-depth understanding of culture and culture-learning theory, and given the experiences necessary to discern the process both affectively and cognitively, could successfully develop the meaningful, skill-building cultural curricula necessary for increased global skills and understanding. (29 references) (JL)
DESCRIPTORS: *Course Descriptions; *Cultural Awareness; Curriculum Development; *Global Approach; Intercultural Communication; Interviews; *Language Teachers; Material Development; Second Language Instruction; *Teacher Education

The National Assessment of Educational Progress in Geography

An ERIC Digest by Joseph P. Stoltman

April 1997

The National Assessment of Educational Progress (NAEP) in Geography is a periodic survey of geographic knowledge and skills of students at grades four, eight, and twelve. The 1994 NAEP probed students' ability to recall, understand, analyze, and interpret geographic information and to apply content to complete various practical tasks. Trends in NAEP scores over a period of years will enable educators and others to evaluate whether children in the United States are developing the geography skills and knowledge essential for effective participation in the economic and political activities of the nation.

The Framework

A comprehensive framework guided the structure and content of the geography assessment. Three geography content areas served as the core organizing structure of the assessment:

- Space and Place: knowledge of geography as it relates to particular places on earth, to spatial patterns on earth's surface, and to physical and human processes that shape such spatial patterns.
- Environment and Society: knowledge of geography as it relates to the interactions between environment and society.
- Spatial Dynamics and Connections: knowledge of geography as it relates to spatial connections among people, places, and regions.

The framework required the assessment to include both multiple-choice questions and constructed-response questions. The constructed-response questions challenged the students to write answers ranging in length from a few words or sentences to as much as several paragraphs. The emphasis within both the multiple-choice and constructed-response items was on higher-order thinking. The recall of information was, for the most part, subsumed by questions that required respondents to use facts to carry out higher-order cognitive operations. Thus, the assessment emphasized the use of knowledge, not the mere recall of information.

Report of Student Performance

Results for each grade—fourth, eighth, and twelfth—are reported according to three achievement levels: Basic, Proficient, and Advanced. These achievement levels are based on expert judgments about what students should know and be able to do in geography at the three grade levels assessed. The Basic level denotes partial mastery of knowledge and skills that are fundamental for satisfactory work at each grade. A score at the Basic level means there are additional knowledge and skills necessary for a student to perform competently in geography. The Proficient level represents solid academic performance and demonstrated competence over challenging subject matter. The Advanced level signifies superior performance, demonstrating excellence in knowing and using geography.

The Proficient level was reached by 19 percent of fourth graders, 24 percent of eighth graders, and 25 percent of twelfth graders. The Advanced level was attained by 3 percent, 4 percent, and 2 percent of the students respectively, by grade. At each grade, roughly 70 percent of students were at Basic level or higher and approximately 30 percent were below the Basic level.

On sample assessment tasks, students demonstrated a range of competencies:

- At grade four, 79 percent of the students could identify the water cycle from an illustration; 70 percent could draw a generally accurate map of an island from a written description; 59 percent could use a map to explain the concentration of highways in the eastern United States; and 13 percent could describe two important effects of an oil spill in the ocean.
- At grade eight, 90 percent of students knew where to locate information in an atlas; 70 percent could understand why immigrants congregate in New York City; 48 percent could identify latitude on a polar map projection; and 36 percent could identify and explain two reasons why a particular route for a railroad would prove cheaper to construct than an alternate route.

- At grade twelve, 91 percent of students could use a map to identify an area of earthquake activity; 66 percent could construct a precipitation pie chart from tabular data; 55 percent could give a least two geographically accurate reasons why a shopping center should be placed at a given location; and 10 percent could identify Canada as the United States' largest trading partner.

There were statistically significant differences in the geography scores for major subgroups of the population. For example, at all grades white and Asian students had higher average scores than did their black and Hispanic counterparts. There was a strong relationship between differing levels of parental education and performance on the geography assessment. As a general rule, the more education students reported that their parents had received, the better the students performed on the assessment. Male students at grades four, eight, and twelve performed at a higher level than females. At all three grades, students attending non-public schools performed at a higher level than did students attending public schools.

Relationships of Home and School Experiences to Student Performance

Students in this 1994 NAEP assessment were asked to complete questionnaires about home and school experiences related to learning geography, while teachers and school administrators completed questionnaires about their students' instructional experiences. The survey results help place assessment scores within the larger context of the community and the school. Policymakers and educational researchers may find the information useful when considering which variables are positively and negatively related to geography achievement. The data revealed the following relationships:

- Over 40 percent of the students at grades four and eight and 25 percent of the students at grade twelve reported watching four or more hours of television each day. In general, the more television students reported watching, the worse they performed on the geography assessment.

- Fifty-six percent of fourth graders, 39 percent of eighth graders, and 31 percent of twelfth graders reported discussing their studies at home daily. By contrast, 17, 21, and 24 percent of students at grades four, eight, and twelve, respectively, reported never or hardly ever discussing their studies at home. Students who reported not discussing their studies at home performed at a lower level than did students who discussed their studies on a regular basis.

- Twenty-six percent of fourth graders, 19 percent of eighth graders, and 14 percent of twelfth graders indicated that geography was their favorite subject. At all grades, students who indicated that geography was their favorite subject performed at a higher level than did those who indicated that they liked other subjects better.

Conclusions

Too many students in the United States of America do not demonstrate achievement of essential content and skills in geography. Future NAEPs will most likely be aligned with the "National Geography Standards." Work on state-level curriculum development and assessment should be based on the national standards to enhance students' performances on the next NAEP in geography.

A second important conclusion from the 1994 NAEP in Geography is the importance of analytical thinking and writing skills. Constructed response questions on the NAEP required three thoughtful operations by the student. The first step required content interpretation of geographic information from a map or graph. This necessitated the processing of information in the form of symbols and scale. Knowledge of the interaction between environments and people represented on the map or graph led to the second step, that of recognizing a problem and making a reasoned decision about how it could be resolved. The third step was to justify the decision based on the analysis of information. Items such as these are rigorous. To answer them successfully requires regular opportunities to study and work with geographic content.

The NAEP reports and released items from the assessment are important resources to consider when planning regular classroom based assessments in geography. They will help guide teachers and students to new higher standards of achievement in geography.

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DESCRIPTORS: Achievement, Achievement Tests, Elementary Secondary Education, Evaluation, Geography, Geography Instruction, Grade 12, Grade 4, Grade 8, National Competency Tests, Norm Referenced Tests, Social Studies, Standardized Tests Identifiers: ERIC Digests, National Assessment of Educational Progress

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AVAILABLE FROM: ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47408; phone: 812-855-3838, 800-266-3815.

Teaching Geography at School and Home

An ERIC Digest by Joseph P. Stoltman

June 1991

Geography is a key to understanding and acting effectively in our world. It is the subject that, more than any other, enables people to comprehend the earth and its environment, and to appreciate the delicate balances between the human and physical elements that bind people to this planet. However, more than half of our children are failing to achieve geographic literacy. Several reports from the National Assessment of Educational Progress (NAEP) reveal alarming deficiencies in the geography learning of American youth. Furthermore, a recent international survey by the Gallup Organization found that young Americans lag far behind their age-mates in other industrially developed countries in their map skills and knowledge of geography. This Digest discusses (1) what students should learn about geography, (2) what to do at school to improve the geography learning of students, and (3) what to do at home to improve the geography learning of children.

What Should Everyone Learn About Geography?

Knowing the locations of places and peoples is a first step in achieving geographic literacy. A second level of literacy pertains to the physical (natural) and human characteristics of the diverse places of our world. An even higher and more complex comprehension and competence involves the dynamic relationships of peoples and places, which explain continuities and changes in their characteristics. The geographically literate person, for example, understands why communities are located where they are, how people have shaped them into distinctive places, and how they have, in turn, affected peoples' lives. Geographic literacy also involves the use of knowledge to solve problems and make decisions in our daily lives.

Geography should be taught as a very practical subject. It adds to one's knowledge, understanding, and appreciation of the world around us. It makes survival possible by providing us with the knowledge we need to locate suitable places to grow food and to organize natural resources to provide clothing and shelter. It deals with how people use the land, how air pollution at one location affects another location a great distance away, and how cultural groups develop and maintain distinctive ways of life.

The Joint Committee on Geographic Education developed five fundamental themes to help students learn geography. These five themes have been endorsed by the Association of American Geographers, the National Council for Geographic Education, and the National Geographic Society; and they have been widely adopted in schools to teach geographic literacy. Each theme is listed and described below in conjunction with a question to focus the thinking of teachers and learners.

- Location: People and places are positioned variously on the Earth's surface. Where in the world are places located?
- Place: Physical and human characteristics distinguish one place from other places. What makes a place special?
- Relationships Within Places: The interactions of humans with their environments shape the characteristics of both people and the environment. How do people change the natural environment and how does the environment influence the activities of people?
- Movement: Human interactions on the Earth—people, products, and information—affect the characteristics of places. What are the global patterns of movement of people, products, and information?
- Regions: The Earth can be divided into regions to help us understand similarities and differences of peoples and places. How do regions form and change?

The five fundamental themes of geography provide big ideas that the learner can use to organize and interpret the data of the discipline. There are few topics studied in geography at grades K - 12 that do not fit comfortably within one of the fundamental themes. Just as importantly, seldom do any of the five themes stand alone in the study of geography. One theme usually has a major role in the study of an issue, but the other four themes play important supporting roles. For example, in studying the relationships between people and the environment among the Lakotas of the North American Great Plains, the theme of movement is critical to explanation of the nomadic way of life these people followed in their reliance upon the buffalo. In addition, infuse the five geographic themes into other school subjects, such as U.S. history, world history, economics, earth science, and anthropology.

Emphasize the five themes of geography to provide continuity, structure, and depth to studies of this subject. Avoid superficial surveys of discrete information, in which many facts are mentioned and few ideas are investigated in depth. Use case studies to examine the ways that the five fundamental themes explain how communities and countries function.

Use multiple sources and media of instruction, such as video programs, primary documents, computer software, wall maps and charts, globes and atlases, and periodicals with numerous pictures and maps. Avoid complete reliance on standard textbooks.

Emphasize active learning, the application of knowledge to solutions of realistic problems. De-emphasize passive reception of information.

Use the community outside the school as a rich source of examples and data in the study of the five geographic themes. Involve students in "hands-on" investigations of nearby places.

What Can Be Done at Home?

Parents and guardians can enhance geography learning of their children by advocating an emphasis on this subject in the school curriculum. They can also reinforce school learning by doing the following things at home:

- Monitor homework assignments to make certain they are completed satisfactorily.
- View national and international news at least twice a week with children and use a map to locate and discuss the places in the news.
- Encourage family viewing of television programs with geographic content and participate with children in post-program discussions of geographic themes and issues.
- Provide geographic learning resources in the home—books, magazines, and maps—and read and discuss them with children.
- Seek opportunities to examine and discuss geographic themes with children as they are encountered in daily activities in the home and neighborhood.
- Observe maps being used in different ways—in newspapers, magazines, and textbooks—and hold conversations about the ways that ideas from the fundamental themes of geography are used on maps (for example, to show movement or to show natural characteristics of places).
- Encourage children to practice drawing free-hand sketch maps of the home, the neighborhood, the school, the state, and the world, and talk about the maps and what they show. Compare them to maps in atlases and talk about how the maps in our minds help us use geography to get from one place to another or understand what is happening in distant places.
- Take children to the upper stories of houses and other buildings to look out the windows. Have them describe what they see and discuss with them how the "birdseye view" differs from the view at ground level, and how the view is similar to a map.
- Encourage children to be keen observers of the natural and human environments, and to ask questions about the things they observe.

The preceding recommendations are firmly rooted in studies that show how parents or guardians can positively influence academic achievement of their children. Furthermore, better performances on the National Assessment of Educational Progress tests of geography learning were associated with these factors: higher educational attainment of parents, a home environment where reading and information are valued, a stable family environment, limited recreational use of television, and substantial involvement of children in regular homework assignments.

As the child's first teachers, parents and guardians can make an enormous difference in a student's achievement of geographic literacy by directing attention to the importance of this subject. In addition, activities at home have an ongoing influence upon one's learning of geography by reinforcing ideas discussed in school and enhancing their applications to the real world.

References and ERIC Resources

The following list of resources includes references used to prepare this Digest. The items followed by an ED number are in the ERIC system. They are available in microfiche and paper copies from the ERIC Document Reproduction Service (EDRS). For information about prices, contact EDRS, 7420 Fullerton Road, Suite 110, Springfield, Virginia 22153-2852; telephone numbers are 703-440-1400 and 800-443-3742. Entries followed by an EJ number are annotated monthly in CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE), which is available in most larger public and university libraries. EJ documents are not available through EDRS. However, they can be located in the journal section of many libraries by using the bibliographic information provided below, or ordered through Interlibrary Loan.

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DESCRIPTORS: Curriculum Development, Elementary Secondary Education, Geographic Concepts, Geography, Geography Instruction, Parents as Teachers, Social Studies, Student Educational Objectives, Teaching Methods
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Hamot,-Gregory-E.; Johnson,-Marlene
Enriching Economics through Global Education and Service Learning: 5th Graders Rally around the Rainforest.
Social-Studies-and-the-Young-Learner; v11 n2 p18-21 Nov-Dec 1998
ABSTRACT: Discusses the service projects at Hoover Elementary School in Iowa City, Iowa that link economic education, service learning, and global education. Describes one project where the students involved the community in sending educational materials and financial aid to a school in Brazil. (CMK)
DESCRIPTORS: *Community-Role; *Economics-Education; *Global-Education; *Relevance-Education; *Service-Learning; *Social-Studies; Decision-Making; Educational-Finance; Foreign-Countries; Grade-5; Intermediate-Grades; Rainforests-; Student-Projects; Student-Research; Student-Role; Teacher-Role

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Our World: Guide for Consultants and Teachers [and] Student Materials.
1997
Junior Achievement, Inc., One Education Way, Colorado Springs, CO 80906.
Some materials may not photocopy clearly. For other "Junior Achievement" guides, see SO 028 815-823. Numerous corporate sponsors are listed as "Founding Contributors."
EDRS Price: MF01 Plus Postage. PC Not Available from EDRS.
ABSTRACT: This document consists of two booklets, one for teachers and one for students. These booklets are part of the Elementary School Program of Junior Achievement, Inc. and introduces students to world resources, economic systems, monetary exchange, and trade. The booklets are designed to introduce students to key aspects of global trade and to help them understand how most countries are economically the worker, and the consumer. This booklet is designed to introduce students to key aspects of global trade and to help them understand how most countries are economically interdependent. A master list of materials needed and suggestions on how to conduct each lesson are included. The lessons include: (1) "The World in My Classroom"; (2) "Trading Places"; (3) "Dollar for Dollar"; (4) "Business Matters"; and (5) "Global Business Challenge." The student materials are accompanied by: an introductory letter to parents; a vocabulary list and companion terms in other languages; the "Global Discovery" booklet; a "Business Journal"; a "Certificate of Achievement"; and a teacher evaluation form. (EH)
DESCRIPTORS: *Decision-Making; *Economics-; *Economics-Education; *Global-Education; *Social-Studies; Active-Learning; Elementary-Education; Foreign-Countries; Instructional-Materials; Macroeconomics-; Microeconomics-; Teaching-Guides

ED418014
Anderson,-Curt; Dick,-Robert; Prager,-Jeffrey; Stivers,-Nolan; Ware,-Judith; Burke,-Francis; Keay,-Thomas; Rothweiler,-Deborah; Tepe,-Henry; Suiter,-Mary, ed.; McCorkle,-Sarapage, ed.
Economies in Transition: Command to Market. Teacher Resource Manual.
1997
National Council on Economic Education, 1140 Avenue of the Americas, New York, NY 10036; telephone: 212-730-7007.
EDRS Price: MF01/PC05 Plus Postage.
http://orders.edrs.com/members/sp.cfm?AN=ED418014
ABSTRACT: The materials in this publication were developed by nine high school teachers from St. Louis, Missouri, and a U.S. economic educator after they attended a program in Kharkiv, Ukraine, to learn about the difficulties of economic transition in that country. This book is designed to provide lessons about basic economic reform issues facing the countries in the former Soviet Union and eastern Europe. Each of the 10 lessons focuses on a specific aspect of economic reform and the challenges that have been encountered. The 10 lessons in this packet include: (1) "A Parking Lot Full of Incentives"; (2) "Who Decides?"; (3) "A Tale of Two Countries"; (4) "Klips and Kupons"; (5) "Economic Transition: The Role of the State"; (6) "All for One, One for All: - Well Maybe: Problems Within a Tightly Controlled Industrial Structure"; (7) "The Money Maze"; (8) "Public to Private"; (9) "Worker Woes: Labor Transition Challenges"; and (10) "Market or Command: Which Is Best for the Environment?" (E H)
DESCRIPTORS: *Capitalism-; *Economic-Change; *Economic-Climate; *Global-Education; *Marxism-; *Socialism-; Communism-; Economic-Development; Economics-; Economics-Education; Fascism-; Foreign-Countries; Free-Enterprise-System; Secondary-Education; Social-Studies

Recent Trends in Economic Education

An ERIC Digest by Lynn R. Nelson

July 1997

Economics, while frequently acknowledged as a vital component of citizenship education in both the popular and educational press, has been a controversial and contested component of the school curriculum. Recent trends in economic education are manifestations of the perennial issues regarding economic knowledge in the education of citizens and how best to provide teachers with a fund of economic knowledge and materials.

Trend 1: Economics and Citizenship Education

The nature of citizenship education remains a constant topic of debate in the social studies literature. Given the economic changes accompanying the collapse of the Soviet Union, as well as the perennial issue of the relationship of economic understanding and disposition to the education of citizens in a democracy, it is not surprising that this topic is receiving a lot of attention (Branson 1991). Interest in economics as a core component of citizenship education has resurged.

Trend 2: Economic Education in Russia and Eastern Europe

Interrelated with the education of citizens is the issue of the role of economic education in Russia and the newly independent states. Democracy and capitalism require a degree of participatory decision making that was neither practiced in society nor taught in the schools of former communist countries in Central and Eastern Europe. The last five years have witnessed a number of economic education programs involving exchanges between Central and Eastern Europeans and American economics educators which have promoted teaching and learning about market-based economic systems and democratic governance.

Trend 3: The Global Economy

Economic education throughout much of the 1960s and 1970s concentrated on the application of economic concepts to understanding and analyzing the economy of the United States. Beginning in the 1970s with the oil embargo, the growth of the Japanese economy, and more recently the global ecological issues and political events in Central and Eastern Europe, economic education increasingly has become concerned with international issues. Recent articles and teaching materials have focused on the Chinese, Japanese, Korean, and Latin American economies, as well as the Central and East European economic situation. International trade on a global scale is highlighted in recent publications of the National Council on Economic Education.

Trend 4: Content Standards

Economic education has followed the national trend of creating content standards. Economic educators at the national and state levels have developed content standards delineating the knowledge and application skills which students should possess at various grade levels. "The Voluntary National Content Standards in Economics," developed and published by the National Council on Economic Education (NCEE), are written in the form of propositions. They include the key concepts that have traditionally served as the framework for economic education materials developed by the National Council on Economic Education. See "A Framework for Teaching Basic Economic Concepts," which provides an explanation of key economic concepts and recommendations for sequencing them within the curriculum (Saunders and Gilliard, 1995).

Each content standard is accompanied by a rationale explaining its significance, as well as the performances of students required to demonstrate achievement of this knowledge at the 4th, 8th, and 12th grade levels. The twenty content standards embody the essential principles of economics and the essential reasoning and decision-making skills that indicate what students should be able to do with their knowledge of economics.

Trend 5: Use of Computer Technology in Economic Education

The efficiency of technology holds out the prospect of improved economic education as students gain access to almost unlimited sources of data. Teachers unsure of their economic knowledge are able to almost instantly find answers to questions. Most important, when time is scarce, teachers will have access to lesson plans without having to leaf through a number of separate sources of information.

Economic education has been modified through the Internet access that many teachers and students now enjoy. Students have instant access to data that was unimaginable five years ago. Teachers, for example, can type in <http://www.3.mgmt.purdue.edu/icee/> on their World Wide Web browser and gain access to the "Indiana Council for Economic Education" (ICEE) homepage and from there link to more information about the World Wide Web.

The Internet is not the sole source of economic education materials. "Virtual Economics," a CD-ROM program, places the Library of Materials developed by the National Council on Economic Education at the disposal of the classroom teacher. The initial program was distributed to more than 50,000 teachers and administrators in a series of workshops during 1996. Similar to the original version, the new 2.0 program will operate on Microsoft Windows 3.1, Windows 95, Windows NT, or Macintosh II, provided the computer has a 13" color monitor, a sound card and speakers, and a minimum of eight megabytes of RAM.

The updated "Virtual Economics" program will retain the two-fold structure of the original version: a 3-D Interactive Center for Economics and a Resource Library. New features in the updated version include advanced placement economics resources, the national and state content standards in economics, and materials related to The Stock Market Game. "Virtual Economics" will enable teachers to instantly access lesson plans by grade level and content. Furthermore, teachers will be able to print out a majority of these materials for classroom use. The programs provide teachers with multiple explanations for concepts they may not understand, or find difficult to teach.

Information about "Virtual Economics" or other materials developed and disseminated by the National Council on Economic Education, including "The Voluntary National Content Standards in Economics," may be obtained at the following Internet address:
http://www.economicsamerica.org/ or by writing or telephoning the NCEE at: 1140 Avenue of the Americas, New York, NY 10036; Telephone: (800) 338-1192; Fax: (212) 730-1793.

Conclusion

Knowledge of economics is an essential component of citizenship education. There are no panaceas to solve the problems contributing to ignorance of the subject: secondary teachers who all too frequently possess the minimum state requirements in economics; elementary teachers who commonly complete no undergraduate courses in economics; and a curriculum centered on history, political science, and geography. The recent trends in economic education, however, give reason for optimism. Not only are educators stressing the importance of economics for personal and business decisions, they also appear to be engaging in serious dialog regarding the relationship among economic systems, democratic governments, and civic education. This bodes well for the future of economics in the core of democratic citizenship education.

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DESCRIPTORS: Citizenship Education, Civics, Democracy, Economics, Economics Education, Foreign Countries, Global Education, Macroeconomics, Microeconomics, Secondary Education, Social Studies
IDENTIFIERS: Asia, ERIC Digests, Europe (East), Russia, South America

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Global Education.
British Columbia Art Teachers Association, Vancouver.
1994
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BCATA, Provincial Specialist Association of the BCTF, 105-2235 Burrard Street, Vancouver, British Columbia V6J 3H9, Canada.
For related items, see SO 025 594-595.
EDRS Price: MF01/PC02 Plus Postage.
http://orders.edrs.com/members/sp.cfm?AN=ED404222
ABSTRACT: This theme issue focuses on topics related to global issues. (1) "Recycling for Art Projects" (Wendy Stephenson) gives an argument for recycling in the art classroom; (2) "Winds of Change: Tradition and Innovation in Circumpolar Art" (Bill Zuk and Robert Dalton) includes profiles of Alaskan Yupik artist, Larry Beck, who creates art from recycled items, and Inuit artist, Alootook Ipellie; (3) "Honouring the Environment through Art" (Sharon McCoubrey) makes connections between art and environmental concerns and offers suggestions for classroom related projects; (4) "The Electronic Environment: A Revolution in Image Production and Consumption" (Don Bergland) describes some specific technologies including the man made environment, virtual reality; and (5) "Diamonds are Forever: The Use of Metaphorical Art to Help Students Develop an Environmental Ethic" (Gloria Snively Corisglia) provides sample lessons of metaphor used to integrate environmental studies and art education. (MM)
DESCRIPTORS: *Art-Education; *Environmental-Education; *Global-Education Art-Activities; Artists-; Conservation-Environment; Elementary-Secondary-Education; Eskimos-; Foreign-Countries; Instructional-Materials; Metaphors-; Recycling-; Technological-Literacy; Virtual-Reality; Visual-Arts

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Jackson,-Fran-R., comp.; Henderson,-Lana-T., comp.
Balancing the Curricula in the Arts: The Caribbean Connection. Jamaica, Trinidad, and Tobago.
North Carolina Central Univ., Durham.; Center for International Education (ED), Washington, DC.
1995
Some photos are of poor quality and will not copy well.
EDRS Price: MF01/PC09 Plus Postage.
http://orders.edrs.com/members/sp.cfm?AN=ED390786
ABSTRACT: This curriculum unit evolves from a 5-week study program to the Caribbean by cultural arts teachers from North Carolina. The program was designed: (1) to enhance educators' knowledge of the Caribbean influence on Western culture; (2) to understand the history of the Caribbean and its impact on the arts; and (3) to infuse this information into the current arts programs of public school and higher education. Fourteen participants, including classroom teachers and university arts professors, visited the island countries of Jamaica, the Republic of Trinidad, and Tobago. The unit offers 20 sample lesson plans that demonstrate the use of the cultural arts as a vehicle for promoting intercultural and global understanding, as well as a mechanism to enhance learning in other academic disciplines. The lessons are organized according to three themes that reflect collective impressions of the Caribbean arts. An overview lesson for the elementary level is "Introducing the Caribbean" (Susan M. Beall). The theme, "Caribbean Celebrations," includes the lessons: (1) "Carnival Characters" (middle, high school) (Susan Van Wyk; Michael Helton); (2) "Hosay Assemblage" (high school) (Susan Van Wyk); (3) "Jonkonnu Costumes and Musical Instruments" (grades 4-6) (Carole L. Hueslsberg); and (4) "Jonkonnu: The North Carolina Connection—Teaching the Jonkonnu Dances" (grades 3-8) (Meleah Hodges-Moss). The theme, "From Oppression to Expression," contains the lessons: (1) "An Introduction to the Caribbean Theatre and Literature" (elementary, middle, high school) (Linda Kerr Norflett); (2) "Building Plays Jamaican Style" (middle, high school) (Linda Kerr Norflett); (3) "Calabash Bags" (elementary and middle) (Julie Tester); (4) "Making Pop Music Connections" (middle and high school) (Jean Raabe); (5) "Masking Resistance" (middle and high school) (Roscoe McNair, Jr.); (6) "Religions of Jamaica" (elementary and middle) (Lee M. Beall); and (7) "Rastafarians" (middle and high school) (Lee M. Beall). The theme, "Rhythms," includes the lessons: (1) "Nora and the Ackee—A Caribbean Folktale" (elementary, middle, and high school) (Susan M. Beall); (2) "Storytelling, West Indian Folktales" (high school) (Doris Helton); (3) "Caribbean Folktales" (elementary) (Carole L. Huelsberg); (4) "Rhythms in Caribbean Arts" (high school) (Julie Tester); (5) "Reggae Rhythms" (high school) (Jean Raabe); (6) "Waiting in Vain, Musical Comparisons" (high school) (Lana Henderson); (7) "Kumina Dance" (high school) (Meleah Hodges-Moss); and (8) "Batik: Rhythms of Celebration" (high school) (Nila Chamberlain). An annotated bibliography is included. (EH)
DESCRIPTORS: *Area-Studies; *Cultural-Awareness; *Global-Education; *Latin-American-Culture; *Latin-Americans; Cross-Cultural-Studies; Cultural-Activities; Cultural-Interrelationships; Cultural-Pluralism; Culture-; Ethnic-Studies; Fine-Arts; Foreign-Countries; Interdisciplinary-Approach; Latin-American-History; Multicultural-Education; Secondary-Education

ED445949
Kohl,-MaryAnn-F.; Potter,-Jean
Global Art: Activities, Projects, and Inventions from Around the World.
1998
Available from: Gryphon House Inc., P.O. Box 207, Beltsville, MD 20704-0207 ($14.95).
Note: Illustration by Rebecca Van Slyke.
EDRS Price: MF01 Plus Postage. PC Not Available from EDRS.
ABSTRACT: This activity book contains over 130 art ideas from around the world, combining the fun and creativity of art with the mysteries of history, the lure of geography, and the diversity of the cultures of the world. These projects allow children to explore the world through art with a process, not a product, approach to artistic outcome; the process of exploring and creating is most important for the young artist. Icons appear in the upper corner of each page to assist the young artist and the supervising adult in project selection. The icons suggest experience level, art techniques, and planning and preparation. The projects, inventions, and activities in the book have been organized by country or cultural group of origin. Chapters in the book are: (1) "Africa"; (2) "Antarctica"; (3) "Asia"; (4) "Europe"; (5) "North America"; (6) "Oceania (Australia and the South Pacific)"; and (7) "South America." (BT)
DESCRIPTORS: *Art-Activities; *Art-Education; *Art-Expression; *Childrens-Art; Cultural-Context; *Global-Approach; Art-Materials; Elementary-Education; Foreign-Countries; Global-Education; Social-Studies; Student-Projects

ED440014
Thompson,-Susan-Conklin
Folk Art Tells a Story: An Activity Guide.
1998
Available from: Teacher Ideas Press, Libraries Unlimited, Inc., P.O. Box 6633, Englewood, CO 80155-6633 ($23.50). Tel: 800-237-6124 (Toll Free); Web site: http://www.lu.com/tips.
Note: Illustrations by Steve Walch; Photographs by Keith Thompson; Songs by Gretchen Young.
Document Not Available from EDRS.
DESCRIPTORS: *Art-Activities; *Art-Products; *Childrens-Art; Art-Education; Elementary Education; Folk-Culture; Global-Approach; Interdisciplinary-Approach; Student-Participation
ABSTRACT: Folk art tells the story of many generations and reflects cultures everywhere. It is a wonderful tool for introducing students to world cultures and traditions. This book brings the world of folk art into the classroom with extension activities that integrate art, social studies, science, language arts, and music. Organized into three sections, the book covers traditional art activities, projects based on natural materials, and projects involving fabric. Detailed instructions are provided with each activity, including curriculum connections, materials needed, and ways to further explore and extend ideas. Songs, stories, recipes, reading suggestions, background information, and oral history interviews introduce students to some of the artists working in the folk art genre. Attractive black-and-white photographs and line drawings illustrate the text. (BT)

EJ538388
Rusak,-Sandra
African Art: Virginia Museum of Fine Arts.
Art-Education; v49 n5 p25-28,45-48 Sep 1996
ABSTRACT: Provides a series of instructional activities and material concerning African art. Includes four color plates of African artwork. Accompanying materials include cultural, historical background information on each piece, as well as, learning activities. Artwork is from Cameroon, Ghana, Nigeria, and Zaire. (MJP)
DESCRIPTORS: *African-Culture; *Art-Activities; *Art-Education; *Interdisciplinary-Approach; African-History; Art-Expression; Art-Materials; Art-Products; Cross-Cultural- Studies; Cultural-Context; Elementary-Secondary-Education; Foreign-Countries; Global-Education; Instructional-Materials; Learning-Activities; Material-Culture; Multicultural- Education; Non-Western-Civilization

ED404222
McCoubrey,-Sharon
Global Education.
British Columbia Art Teachers Association, Vancouver.
BCATA-Journal-for-Art-Teachers; v34 n2 Sum 1994
Available from: BCATA, Provincial Specialist Association of the BCTF, 105-2235 Burrard Street, Vancouver, British Columbia V6J 3H9, Canada.
Note: For related items, see SO 025 594-595.
ABSTRACT: This theme issue focuses on topics related to global issues. (1) "Recycling for Art Projects" (Wendy Stephenson) gives an argument for recycling in the art classroom; (2) "Winds of Change: Tradition and Innovation in Circumpolar Art" (Bill Zuk and Robert Dalton) includes profiles of Alaskan Yupik artist, Larry Beck, who creates art from recycled items, and Inuit artist, Alootook Ipellie; (3) "Honouring the Environment through Art" (Sharon McCoubrey) makes connections between art and environmental concerns and offers suggestions for classroom related projects; (4) "The Electronic Environment: A Revolution in Image Production and Consumption" (Don Bergland) describes some specific technologies including the man made environment, virtual reality; and (5) "Diamonds are Forever: The Use of Metaphorical Art to Help Students Develop an Environmental Ethic" (Gloria Snively Corisglia) provides sample lessons of metaphor used to integrate environmental studies and art education. (MM)
DESCRIPTORS: *Art-Education; *Environmental-Education; *Global-Education

Art-Activities; Artists-; Conservation-Environment; Elementary-Secondary-Education; Eskimos-; Foreign-Countries; Instructional-Materials; Metaphors-; Recycling-; Technological-Literacy; Virtual-Reality; Visual-Arts

ED342705
Horton,-Judith-Page, ed.
Latin American Art and Music: A Handbook for Teaching.
Texas Univ., Austin. Inst. of Latin American Studies.
1989
Available from: Institute of Latin American Studies, The University of Texas at Austin, Sid W. Richardson Hall 1.310, Austin, TX 78712 ($9.95).
Note: From the Latin American Culture Studies Project.
EDRS Price: MF01 Plus Postage. PC Not Available from EDRS.
ABSTRACT: This collection of essays, curriculum units, and study guides on Latin American art and musical traditions is designed to help interested teachers take a comprehensive approach to teaching these subjects. The introduction features the essay, "Media Resources Available on Latin American Culture: A Survey of Art, Architecture, and Music Articles Appearing in Americas" (K. Murray). Section 1, The Visual Arts of Latin America, has the following articles: "The Latin American Box: Environmental Aesthetics in the Classroom" (R. Robkin); "Mascaras y Danzas de Mexico y Guatemala" (J. Winzinger); "The Five Creations and Four Destructions of the Aztec World" (C. Simmons; R. Gaytan); "Art Forms of Quetzalcoatl: A Teaching Guide for Spanish, History, and Art Classes" (A. P. Crick); "The Art and Architecture of Mesoamerica: An Overview" (J. Quirarte); "Interpreting the Aztec Calendar" (L. Hall); "Mexican Muralism: Its Social-Educative Roles in Latin America and the United States" (S. Goldman); "Mexico: An Artist's History" (K. Jones); "A Historical Survey of Chicano Murals in the Southwest" (A. Rodriguez); and "El Dia de los Muertos" (C. Hickman). Section 2, The Musical Heritage of Latin America, has an introduction: "The Study of Latin American Folk Music and the Classroom" (G. Behague) and the following articles: "Value Clarification of the Chicano Culture through Music and Dance" (R. R. de Guerrero); "'La Bamba': Reflections of Many People" (J. Taylor); "The Latin American Art Music Tradition: Some Criteria for Selection of Teaching Materials" (M. Kuss); "Mariachi Guide" (B. San Miguel); "'El Tamborito': The Panamanian Musical Heritage" (N. Samuda); "A Journey through the History of Music in Latin America" (J. Orrego-Salas); "A Multicultural Tapestry for Young People" (V. Gachen); and "A Survey of Mexican Popular Music" (A. Krohn). A list of Education Service Centers in Texas is in the appendix. (DB)
DESCRIPTORS: *Art-Education; *Foreign-Culture; *Music-Education; Area-Studies; Elementary-Secondary-Education; Foreign-Countries; Global-Approach; Multicultural-Education; Units-of-Study; Visual-Arts

EJ526745
Holmes,-Ramona
An Overture to Africa for Beginning String Class.
Teaching-Music; v3 n4 p32-34 Feb 1996
Journal availability: Music Educator's Natl. Conference, 1806 Robert Fulton Dr., Reston, VA 22091-4348.
ABSTRACT: Provides a lesson plan for beginning string students using a basic rhythm from Zimbabwe's Shona people and then building upon that rhythm. Briefly discusses simple yet effective techniques for playing and adapting African music. Includes musical scores, teaching tips, and selected recordings. (MJP)
DESCRIPTORS: *African-Culture; *Global-Education; *Music-Education; *Musical-Composition; *Musical-Instruments; Cultural-Awareness; Elementary-Schools; Foreign-Countries; Instrumentation-and-Orchestration; Middle-Schools; Multicultural-Education; Music-Activities; Music-Teachers

EJ422076
The United States and International Music Education.
Werner, Robert J.
Design for Arts in Education; v92 n1 p25-28 Sep-Oct 1990
ABSTRACT: Outlines music education's history since World War II, highlighting the work of the Music Educators National Conference (MENC). Emphasizes U.S. music educators' influence in international music education, arguing this influence should reflect multicultural, global perspectives. Notes the importance of understanding mass media's influence on young people's musical tastes. (KM)
DESCRIPTORS: *Comparative Education; Educational History; Elementary Secondary Education; *Global Approach; *International Education; Mass Media Effects; Multicultural Education; *Music Appreciation; *Music Education; Music Teachers; Teaching Methods

EJ608917
Out of Africa and into Canada.
Campbell, Patricia Shehan ,1999
Teaching Music; v6 n4 p49-50,70 Feb 1999
ABSTRACT: Describes the 23rd conference of the International Society for Music Education (ISME) in Pretoria, South Africa. Reports that the conference was a historic event that viewed music education through an international lens. Highlights the creation of ISME and discusses the conference for 2000 that will be held in Edmonton, Alberta (Canada). (CMK)
DESCRIPTORS: *African Culture; *Conferences; *Cultural Awareness; Cultural Background; Foreign Countries; International Educational Exchange; *Music Education; Music Teachers; Musicians; *Professional Development

Teaching Primary School Children about Japan through Art

An ERIC Digest by Patricia Berg Ward

April 2000

There are many reasons for teaching about Japan. Many students in the United States are of Japanese heritage; Japan is the second largest trading partner of the United States; and some healing still needs to occur between the U.S. and Japan after the damage and pain of World War II. Further, the U.S. and Japan share the Pacific and its waters and fisheries. Mutual cultural understanding and effective communication skills are necessary for the best use of these shared resources.

Many primary teachers excel at teaching about Japan through means such as food, language, holidays, and artifacts. Visual art should be added to this list. Two- and three-dimensional representations are powerful ways by which to integrate Japanese studies into curricular areas and into development of critical thinking skills.

The ideas of this Digest are offered to stimulate thinking about Japanese art, visual thinking, and practical applications for the study of Japan using art. Additional lessons on teaching Japanese art are available at <www.indiana.edu/~japan>.

Understanding Japanese Art

Some familiarity with Japanese aesthetics will enhance any exploration of Japanese art. Wabi, sabi, and suki are important yet illusive concepts that explain the notion of Japanese beauty. Wabi denotes simplicity and quietude and incorporates rustic beauty, such as patterns found in straw, bamboo, clay, or stone. It refers to both that which is made by nature and that which is made by man. Sabi refers to the patina of age, the concept that changes due to use may make an object more beautiful and valuable. This incorporates an appreciation of the cycles of life and careful, artful mending of damage. Suki means subtle elegance referring to beauty in accidental creation or unconventional forms.

Visual Literacy

In this age of instant response to increasingly fast moving images, some aspects of our visual thinking abilities are in danger of being lost. One is the ability to focus on an image, looking carefully at it in order to recall and reproduce it later. Another is the ability to delve into an image in order to understand its deeper implications. A third is the ability to take time to look. Learning to take this time can provide a place of serenity and quiet in the midst of a fast, harried world.

Exploring a piece of art involves asking a series of questions. To begin, make sure the children know the origin of the piece and can locate Japan on a map. Then ask, "What is the artist showing you in this piece of art from Japan?" or "What does this piece of art show you about life in Japan?" As each child provides an answer, paraphrase it for the whole group and ask either, "Do the rest of you agree with what ____ said?" or "What else can you tell us about this picture?" "What color palette is the artist using?" "What shapes do you see?" "Where?" "Do you see places where some shapes are repeated?" "Where are these?" "Why do you think the artist repeated the shapes?" "Tell me about the lines you see." Ask the children to describe specific features of the image. Ask them how these features are the same or different from those of images familiar to them. Ask the children to imagine that they could walk into the work of art. Ask, "Where would you walk into this picture?" and "Where would you go once you were in the picture and what would you do there?" The children can draw their answers to the last question and share these with the group later.

Not all of the above questions need to be explored at once. If the class were studying color or shape, for example, a few images could be shown and only the relevant questions asked. The class might explore the images looking at a theme topic, for example, the weather, homes, or seasons. Remember that repeated viewings of the images are important. Working with two visual images is a favorite activity for primary age children as they discover similarities and differences. For example, juxtapose an image of Japan with an image from the children's lives. In telling how the Japanese image is different from and similar to theirs, the children begin to comprehend what they see. By describing how the Japanese image is different, the children begin to perceive the image as familiar, no longer foreign. To facilitate understanding, ask questions such as, "What can you tell me about the ____?" Architectural forms such as homes are useful for exploring in this fashion; so are food, clothing, and musical instruments.

Any collection of objects from Japan can be classified as art pieces. These might be dishes or cups, objects of traditional clothing, containers, decorative papers, or origami. These can be used for visual thinking exercises as well. Ask the children to group the items according to use or type. Ask "What makes you say that?" After each response, then ask, "Does anyone else have a different idea?" Students could also group these items by color or shape. The same techniques could be used with collections of pictures of art pieces. Give small groups of children each a different collection and ask them to divide it into categories. Ask them to explain their choices to the larger group. Alternatively, copies of a single collection could be given to each group so that all students are exploring the same collection of images.

Infusing Japanese Art Into Existing Curricula

It is possible to initiate a unit on "Japan through Art" by addressing a global issue connected to art, such as recycling and reusing paper. Tell students that in Japan, paper is treasured and that historically, Japanese people have found many ways to recycle and reuse their special papers. A study of an array of Japanese papers can be followed by a technology lesson where the children make paper. This can include a study of recycling if the children use paper which would otherwise be thrown away. A fascinating connection with Japanese history can be made to the Heian Period (794-1191) by having the children recycle cards or letters from loved ones into new paper. This was done by aristocrats of that period, who then inscribed sutras (prayers) for the dead on the paper. An historical recycling connection can be made by teaching the Japanese art form of yaburitsugi. Paper was once so precious that even tiny scraps were saved. In this case raggedly torn pieces of paper too beautiful to be thrown away can be collaged together on a backing sheet to make a piece of art paper. Imagine using this technique with bits and pieces of old Christmas, Valentine's Day, and birthday cards, and wrapping paper.

An elementary school in Japan once displayed a large outline of a Japanese character which had been filled with small pieces of unusual papers. The same could be done in any school. Show students the outline of a Japanese character (or an outline of Mt. Fuji, the Great Wave, a pagoda, temple, or the like) and ask them how long they think it will take to fill it with interesting papers which would otherwise be thrown away. Ask them how many beautiful examples of paper they think they can find and save to use in Japanese art projects which would otherwise be garbage. This tells the students to begin looking at paper with a new eye: they begin to practice sabi. Brainstorm where they might find their paper. The children should pay special attention to saving construction paper and sorting it by color. These scraps can be used for papermaking.

Lessons can be integrated into other curriculum areas. A math connection can be made by making a graph of shapes or patterns from Japanese art; the children then write their names in the column for their favorite. Another math activity uses pictures from a book of reproducible Japanese designs which children can cut and paste to make a pattern. Primary students love to make clothes from whatever culture they are studying. When studying Japan, students can use grocery bags to make vests, the type sometimes worn over yukata (lightweight summer kimono). The children can choose their favorite design elements to create patterns for their vests. (For a free vest pattern, contact the ERIC Adjunct Clearinghouse for U.S.-Japan Studies toll-free at 800-266-3815.)

References and ERIC Resources

The following list of resources includes references used to prepare this Digest. The items followed by an ED number are available in microfiche and/or paper copies from the ERIC Document Reproduction Service (EDRS). For information about prices, contact EDRS, 7420 Fullerton Road, Suite 110, Springfield, Virginia 22153-2852; telephone numbers are (703) 440-1400 and (800) 443-3742. Entries followed by an EJ number, annotated monthly in CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE), are not available through EDRS. However, they can be located in the journal section of most larger libraries by using the bibliographic information provided, requested through Interlibrary Loan, or ordered from commercial reprint services.

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DESCRIPTORS: Area Studies, Art Appreciation, Art Education, Cultural Awareness, Foreign Countries, Global Education, International Communication, Primary Education, Visual Literacy
IDENTIFIERS: ERIC Digests, Japan

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Teaching Art From a Global Perspective

An ERIC Digest by Enid Zimmerman

December 1990

In global education programs, emphasis on commonalities shared by all peoples and at the same time understanding and appreciation of differences within various cultures and subcultures may provide strong rationales for those who wish to teach art in a social context. Global education should not be viewed as a discipline with particular content or subject matter, rather it should be seen as an approach to the study of culture that can focus on international concerns or those related to study of students' own local communities.

To prepare students to be citizens in a global age, educational efforts need to be undertaken to bring about changes in content, social context, and methods through which cultural values are taught. Anderson (1979) described these changes in terms of social context as moving from (1) a mono-national context to a multinational context; (2) a mono-cultural context to a multicultural context; and (3) a school-bound context to a community-involving context. In this Digest, art teaching is discussed from (1) multinational, (2) multicultural, and (3) community-based contexts, and (4) as part of global education.

Teaching Art in a Multinational Context

A few projects and programs developed in the United States during the past decade encompassed multinational, multicultural, or community contexts as integral to establishing a pluralistic method of teaching art. Of the three methods described by Anderson (1979) for teaching social concepts in global education, the one related to teaching in multinational context has been least developed in the field of art education. One example, WORLD VIEWS THROUGH THE ARTS, had the goal of demonstrating "the interconnectedness of one's life, one's society, and major concerns such as the environment and how these affect our future choices" (Hough & King 1979, 3). This project includes readings from primary sources and art activities organized around themes such as people's needs to create from different cultural perspectives and different ways cultures respond to change. Although the visual arts are not the sole focus of WORLD VIEWS THROUGH THE ARTS, this project presents a viable example of how to internationalize art curricula without making arts study instrumental to other subject areas.

Teaching Art in a Multicultural Context

Anderson's second method of teaching from a social context, multicultural education, had its roots in the 1960s and early 1970s when the civil rights movement influenced educational policies in regard to racism and schooling that led to many reforms, including multicultural education programs.

In the past decade, a few multicultural art projects have ranged from a teacher preparation program to prepare in-service and pre-service teachers to teach students from three cultural backgrounds (Rodriguez & Sherman 1983), to a large school district curriculum project in which art was one of a number of curricula areas incorporated into a multicultural approach to education (Los Angeles 1981), to a traveling museum exhibit that featured similarities and differences between Tibetan and Indiana (U.S.) culture at about 1900 (Clark & Zimmerman 1985). Multicultural education art programs and projects in the past decade have been sparse at best. Art education textbooks that focused upon cultural pluralism and multicultural art education reached a zenith in the late 1970s and have been almost absent since, although the issue of cultural pluralism is not dormant among art educators today.

A notable exception is ART EDUCATION AND MULTICULTURALISM (Mason 1988) in which qualitative methods of research are employed to develop both a conceptual basis for curricula design and art programs that explore issues related to multicultural teaching. A continuing contribution since 1983 to research about multicultural art education is the JOURNAL OF MULTI-CULTURAL AND CROSS-CULTURAL RESEARCH IN ART EDUCATION from the United States Society for Education through Art (USEA). Interest in the issue of multicultural art education is evidenced in a renaissance in the field of art education as demonstrated by an increasing number of presentations about this topic at the 1990 National Art Education Association (NAEA) meeting in Kansas City, Missouri, and the newly instituted NAEA multicultural resource register that will collect and facilitate exchange of resources concerning multicultural programs and projects.

Teaching Art in a Community-Based Context

Anderson's (1979) third method of teaching in a community-based social context is evidenced in a few art pro-

grams that take art beyond the walls of classrooms and emphasize teaching cultural and aesthetic values. Young (1985) described an art program, conducted in a community center and operated by volunteers, to improve and supplement African-American students' art education. Classes were conducted as a workshop and discussions in which students learned about Afro-American art and history and created art products based on these experiences. In addition, students from a university art education and art therapy program attended a seminar to help develop art curricula that emphasized studying art works from different groups in their community, exploring alternative methods of teaching visual arts, and understanding the cultural and historical background of these various social groups (Blandy & Congdon 1988b). Artists, educators, and community leaders from different ethnic groups were featured speakers and workshop leaders.

Several community-based art education programs have taken place in museums and local art galleries. Blandy and Congdon (1988a) conducted research based on an exhibit they coordinated in which members of a local fishing community worked together to identify common aesthetic values and helped curate an exhibit in which functional objects such as boats and fishing paraphernalia were presented for public viewing. Blandy and Congdon recommended developing exhibits to attract new audiences in which art is part of social-cultural contexts and related to the lives of people who view them. Parkash and Shaman (1988, 43) claimed that museums have been silent too long about ethical and social issues and that museums should meet the challenge of educating people about contemporary problems and concerns. Art should not simply be presented for its own sake, they contended; art must be presented so that viewers "gain insights into local and global issues." They advocated using the Science, Technology, and Society (STS) model that advocates socially responsible public choices based on understanding a new type of literacy created by science and technology. STS programs, such as studying an urban habitat and exploring anthropological photography, go beyond exposure to aesthetic or cultural artifacts and invite viewers to engage in solving problems related to their local and world-wide communities.

Educating Art Students Globally

Art educators who wish to teach from a global perspective are presented many problems and few solutions. In order to promote what she considered cultural literacy, Boyer (1987, 91) researched development of art students' "skills in critical dialoguing and decoding of their own cultural assumptions." As a means of educating art students globally, Boyer created a program for developing cultural literacy that encouraged students to take an active role in their learning, have concrete educational experiences, and examine their own cultural experiences and beliefs.

After conducting a number of research studies about art teachers and students from diverse cultural backgrounds, Stokrocki (1988) concluded that motivation, classroom behavior, student/teacher interaction, and evaluation were four instructional variables that can be manipulated to facilitate art learning. Nadaner (1985) suggested that art teachers use art criticism to decide what objects should be included in an art curriculum and use ethnographic methods to decide what aspects of their students' sub-cultures and the core culture should be emphasized. Nadaner (1984) stressed the need to use sociology of art and social criticism to study certain subjects, such as sex and violence in the media. Art making, he believed, could be reconceived rather than abandoned within a social context by expanding the range of subjects students choose to portray, creating a classroom culture in which political issues are discussed, and having students include critiques as integral parts of their art work.

Most writing about global issues and art education is presently at the advocacy level; it is now time to build a body of scholarship both in theory and practice. Boyer (1987) noted that it is necessary to develop a body of research about cultural literacy using phenomenological methods, social historical methods, cross-cultural perspectives, and projections into the future. A great amount of literature exists related to study of the psychology of the individual, but there is a dearth of sociological research related to art and aesthetics or the interrelatedness and interdependence of sub-groups within the core culture.

Sletter and Grant (1987), in a study of over 100 publications related to multicultural education, found that teaching resources were not plentiful and tended to be only separate lessons. Infusing global education into art curricula will necessitate creation of model programs and courses of study that are not only complete, but demonstrate the use of scope and sequence across grades. Art teachers cannot be expected to have in-depth knowledge about the many different cultures in their communities; to be knowledgeable about all cultures throughout the United States and the entire globe is virtually impossible. What is needed are practical materials for teaching as well as financial and emotional support from school administrators, community leaders, teacher educators at university levels, government policy makers, and private foundations.

In 1977, McFee and Degge believed that both national characteristics of people and their art and international trends should be studied in art programs. Their concerns are viable more than a decade later. Art should be studied in a context in which people are linked through their communities and nations with people in other communities and nations throughout the world. The next decade can become a time of celebrating all people's past accomplishments in

the arts and creating a future in which students gain access to global knowledge and understanding in and through art.

References and ERIC Resources

The following list of resources includes references used to prepare this Digest. The items followed by an ED number are in the ERIC system and are available in microfiche and paper copies from the ERIC Document Reproduction Service (EDRS). For information about prices, contact EDRS, 3900 Wheeler Avenue, Alexandria, Virginia 22304; telephone numbers are 703-823-0500 and 800-227-3742. Entries followed by an EJ number are annotated monthly in CIJE (CURRENT INDEX TO JOURNALS IN EDUCATION), which is available in most libraries. EJ documents are not available through EDRS; however, they can be located in the journal section of most libraries by using the bibliographic information provided below.

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DESCRIPTORS: Art Education, Community Education, Educational Change, Elementary Secondary Education, Global Approach, International Education, Multicultural Education, Role of Education, Teaching Methods
Identifiers: ERIC Digests, Global Education

This ERIC Digest was commissioned with support from the Getty Center for Education in the Arts. However, the views expressed are the author's and not necessarily those of the Getty Center or of the J. Paul Getty Trust. Support was also provided by the Office of Educational Research and Improvement, U.S. Department of Education, under contract no. RI88062009. The opinions expressed do not necessarily reflect the positions or policies of OERI or ED.

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EJ557455
Dunkerly-Kolb,-Susan; Hassard,-Jack
Citizen Scientists: Student Experiences in the GTP Georgia/Russian Exchange Project.
Journal-of-Science-Education-and-Technology; v6 n4 p315-21 Dec 1997
ABSTRACT: Describes the results of the Global Thinking Project which facilitated student and educator exchanges among 10 schools in Georgia (USA) and Russia during the 1995-96 school year. The student's activity is described as that of a citizen scientist—one who combines the process of science with public policy decision making. (Author/DKM)
DESCRIPTORS: *Exchange-Programs; *Global-Education; *Science-Education Citizen-Participation; Constructivism-Learning; Cultural-Exchange; Environmental-Education; Foreign-Countries; Secondary-Education; Telecommunications-

ED427973
Wasserman,-Pamela, ed.
Earth Matters: Studies for Our Global Future. 2nd Edition.
Zero Population Growth, Inc., Washington, DC.
1998
Zero Population Growth, 1400 16th Street, NW, Suite 320, Washington, DC 20036; Tel: 202-332-2200.
For previous edition, see ED 354 161.
EDRS Price: MF01/PC09 Plus Postage.
http://orders.edrs.com/members/sp.cfm?AN=ED427973
ABSTRACT: This teacher's guide helps students explore the connection between human population growth and the well-being of the planet. Twelve readings and 34 activities introduce high school students to global society and environmental issues such as climate change, biodiversity loss, gender equality, economics, poverty, energy, wildlife endangerment, waste disposal, food and hunger, water resources, air pollution, deforestation, and population dynamics. Teaching strategies include role playing simulations, laboratory experiments, problem-solving challenges, and mathematical exercises, cooperative learning projects, research, and discussion. These activities were designed to develop a number of student skills including critical thinking, research, public speaking, writing, data collection and analysis, cooperation, decision making, creative problem solving, reading comprehension, conflict resolution and values clarification. Each chapter and activity can be used alone to illustrate points or be inserted into existing curriculum. Activity subject areas are listed along with a quick list reference of the summary of activities. A reference guide of activities linked to National Standards is also included. Contains suggested resources, including books, periodicals, audiovisuals, hardbooks and wall charts, software, and internet sites, for each topic area. (SJR)
DESCRIPTORS: *Critical-Thinking; *Environmental-Education; *Global-Education; *Population-Education; *Wildlife-; Air-Pollution; High-Schools; Learning-Activities; Secondary-Education; Standards-; Waste-Disposal; Water-Pollution

EJ536764
Wasserman,-Pamela
Population Education: Lessons for a Changing World.
Social-Education; v60 n7 p439-42 Nov-Dec 1996
DESCRIPTORS: *Futures-of-Society; *Global-Education; *Natural-Resources; *Overpopulation-; *Population-Growth; *Resource-Allocation; Developing-Nations; Ecology-; Learning-Activities; Population-Trends; Quality-of-Life; Secondary-Education; Social-Studies; Teaching-Methods
ABSTRACT: Considers the global effects of a rapidly growing population combined with dwindling natural resources and how these issues might be addressed in the classroom. Includes a population education lesson plan, guiding principles, list of resources, and suggested activities. (MJP)

EJ549709
Hassard,-Jack; Cross,-Roger
The Global Thinking Project: Shared Concerns and Experiences across Continents.
Australian-Science-Teachers-Journal; v39 n3 p18-23 Sep 1993
ABSTRACT: Describes a global education project that provides students and teachers with the opportunity to carry out a common environmental curriculum and to communicate via satellite with students and teachers in other countries. (DDR)
DESCRIPTORS: *Cross-Cultural-Studies; *Global-Education; *Problem-Solving; *Relevance-Education; Area-Studies; Elementary-Secondary-Education; Environmental-Education; Foreign-Countries; Technology-; World-Affairs

EJ536793
Lichtenstein,-Elissa-C.
The Environment: The Tie That Binds.
Update-on-Law-Related-Education; v21 n1 p36-39 Win 1997
ABSTRACT: Articulates the need for international cooperation concerning environmental issues and the promotion of sustainable development. Discusses several international treaties and conventions addressing specific environmental concerns. Lists a number of worldwide environmental concerns, including fresh water, arable land, air pollution, oceans, forests, and biodiversity. (MJP)
DESCRIPTORS: *Economic-Impact; *Environment-; *Global-Education; *International-Cooperation; *Sustainable-Development; *Treaties-; Civics-; Current-Events; Developing-Nations; Ecology-; Foreign-Policy; International-Law; International-Organizations; International-Relations; International-Trade; Law-Related-Education; Middle-Schools;

Natural-Resources; Pollution-; Resource-Allocation; Secondary-Education; Social-Studies; World-Affairs

ED395856
Williams,-Mary-Louise; Mowry,-George
Global Responses to Potential Climate Change: A Simulation.
Project Crossroads, Sante Fe, NM.
1995
Project Crossroads, 110 Vuelta Montuoso, Sante Fe, NM 87501 ($5.40 each; $5 quantity).
EDRS Price: MF01 Plus Postage. PC Not Available from EDRS.
ABSTRACT: This interdisciplinary five-day unit provides students with an understanding of the issues in the debate on global climate change. Introductory lessons enhance understanding of the "greenhouse gases" and their sources with possible global effects of climate change.
DESCRIPTORS: *Global-Education; *Interdisciplinary-Approach; *Science-and-Society; *Simulation-; *Social-Change; Environmental-Education; Futures-of-Society; Role-Playing; Science-Education; Social-Influences; Social-Problems; Social-Science-Research; Sustainable-Development

ED390723
Paden,-Mary, ed.
Teacher's Guide to World Resources.
World Resources Inst., Washington, DC.
1994
World Resources Institute Publications, P.O. Box 4852, Hampden Station, Baltimore, MD 21211 ($16.95 plus $3 shipping and handling for the first item, and $0.60 for each additional item; 20% discount).
Document Not Available from EDRS.
ABSTRACT: These lesson plans are designed for secondary students but also can be used at the middle school and college levels. The lessons focus on the environment and development, both globally and locally. Each unit contains objectives, a lesson plan, student handouts, overhead transparency masters, student enrichment activities, suggestions for further reading, and suggested audio-visual resources. The units are interdisciplinary in nature. The three units in this guide include: (1) "Car Trouble"; (2) "Women, Equity, and Sustainable Development"; and (3) "Two Giants: India and China." Appendices provide further teaching resources and the Goals 2000 National Performance Standards for Grade 12 for civics and government, geography, history, mathematics, and science. (EH)
DESCRIPTORS: *Developing-Nations; *Development-; *Economic-Development; *Environmental-Education; *Global-Education; *Sustainable-Development Conservation-Environment; Ecology-; Natural-Resources; Secondary-Education; Social-Studies; Womens-Studies; World-Affairs; World-Problems

ED326066
A Global Perspective in the Foreign Language Classroom.
Coombe, Christine A.
1990
ABSTRACT: Global education, an attempt to provide students with information and perspectives on diverse countries and cultures so that they may be knowledgeable and responsible members of the world community, is becoming a key concern of foreign language educators. While foreign language education has often included some cultural and historical elements, teachers have recently begun to expand this part of course content, instructing pupils not only about home countries and cultures—France in a French class, for example—but also discussing lifeways and cultural variation found among, say, francophone speakers in Africa, South America, and the Caribbean. Many different methods of "globalizing" education may be employed. Several techniques are detailed including: the creation of a "cultural island" in the classroom, the use of various media, simulation of other cultures, and the use of informative cartoons. While social studies will continue to assume a dominant role in global education, the use of cultural study techniques and strategies, such as those detailed here, can infuse a global dimension into foreign language education. (JL)

ED422736
Bushell,-Brenda
Environment Education.
1997
Paper presented at the Annual Meeting of the Japan Association for Language Teaching (23rd, Hamamatsu, Japan. October 9-12, 1997).
EDRS Price: MF01/PC01 Plus Postage.
http://orders.edrs.com/members/sp.cfm?AN=ED422736
ABSTRACT: Rationale and techniques for incorporating global environmental education into second language instruction are discussed. The approach suggested combines infusion of environmental issues into the curriculum and presentation of a global perspective on environmental problems and their solutions. Six concepts of global education are outlined: perspective consciousness; state of planet awareness; global interdependence; awareness of choice; self-esteem; and process mindedness. The language teacher's role and responsibility in teaching environmental issues is also examined. Finally, a language class project focusing on the environment is described. In the five-week project, high-intermediate to advanced second language students read two generic articles from an annual environment publication, extracted information, discussed pertinent issues, took quizzes and tests to test their comprehension, and wrote essays. Students conducted primary research on a variety of related topics, including ecotourism, the greenhouse effect, the urban homeless, and a green business. A classroom environmental summit was also conducted. Project results, in terms of student learning, performance, and motivation, were encouraging. (Contains three references.) (MSE)
DESCRIPTORS: *Cross-Cultural-Studies; *Environmental-Education; *Global-Education; *Second-Language-Instruction; *Second-Languages; Assignments-; Classroom-Techniques; Course-Content; Educational-Strategies; Foreign-Countries

EJ555699
Foreign Language Departments as Leaders in Globalization of the Campus.
Johnson, Roberta
ADFL Bulletin; v29 n1 p26-27 Fall 1997
ABSTRACT: Rather than try and shield themselves from organizational change, language departments should turn current administrative attempts to streamline the campus to their advantage, particularly in the trend toward internationalization of the curriculum. Areas for expansion include languages across the curriculum, area studies, study abroad, comparative literature, international studies, and development of language courses for graduate and professional programs. (MSE)
DESCRIPTORS: Area Studies; *College Second Language Programs; *Curriculum Development; Departments; Global Approach; Graduate Study; Higher Education; *International Studies; *Languages for Special Purposes; *Organizational Change; Second Language Instruction; *Second Languages; Study Abroad

EJ480323
Preserve the Rain Forests: Integrating the Social Studies and a Foreign Language into Thematic Instruction for Young Students.
Rosenbusch, Marcia H.
Social Studies; v85 n1 p31-35 Jan-Feb 1994
ABSTRACT: Maintains that the movement toward an integrated elementary school curriculum is growing. Describes the planning, implementation, and evaluation of an instructional unit about the Costa Rican rain forests that integrates foreign language and social studies content. Uses the four goal areas from a National Council for the Social Studies model. (CFR)
DESCRIPTORS: Educational Strategies; Elementary Education; *Environmental Education; Foreign Countries; Global Approach; Integrated Activities; *Interdisciplinary Approach; *Second Language Instruction; Skill Development; *Social Studies; Student Evaluation; Teaching Methods; Values Education
IDENTIFIERS: Costa Rica; National Council for the Social Studies; *Tropical Rain Forests

EJ444556
Is Knowledge of Cultural Diversity Enough? Global Education in the Elementary School Foreign Language Program.
Rosenbusch, Marcia H.
Foreign Language Annals; v25 n2 p129-36 Apr 1992
ABSTRACT: Describes a lesson unit designed to encourage a global perspective among five to seven year olds in a beginning level Spanish class and discusses the implications of global education for foreign-language teacher preparation. (24 references) (Author/CB)
DESCRIPTORS: Cultural Education; Elementary Education; *FLES; *Global Approach; International Education; *Modern Language Curriculum; Second Language Instruction; *Spanish; Teacher Education

Foreign Language Learning: An Early Start

An ERIC Digest by Helena Curtain

December 1990

During the 1960s, the idea of introducing foreign languages in the elementary school was a popular one, and elementary school foreign language programs were numerous. Interest in early language programs has resurfaced in recent years, and the number of programs being implemented is increasing. Many states are requiring the study of a foreign language at the elementary level. Louisiana, for example, has mandated that foreign language study begin in grade 4.

For a local school or community seeking to implement elementary school language programs, it is important that a rationale—reasons why the program should be incorporated into the curriculum—be developed to meet the needs and priorities of the particular area or institution the program(s) will serve. "School boards and parents organizations need reasons and evidence before making a commitment of time and resources to a new program" (Curtain, & Pesola, 1988, p. 1). A rationale should address benefits of language learning, the choice of languages to be taught, and the type of instruction to be used. A convincing rationale will help secure a place for foreign language education in the elementary school.

(For more information on elementary foreign language programs, see the ERIC Digest, Elementary School Foreign Language Programs, prepared by Jane Reeves, 1989.)

Basic Rationale for Beginning Foreign Language Study in the Elementary School

A general rationale for teaching foreign languages in the elementary school includes the following:

Longer sequence of instruction/Achievement of proficiency. Studies show that there is a direct correlation between the amount of time devoted to language study and the language proficiency that the students attain (Curtain & Pesola, 1988). It can be argued, therefore, that children who begin foreign language study in elementary school, and who continue such study for a number of years, have a better chance of developing a high level of foreign language proficiency than do students whose foreign language instruction begins in the post elementary school years. Because the level of proficiency plays a role in the achievement of positive benefits from knowledge of a foreign language, the economic, political, social, and intellectual benefits of foreign language proficiency are gained, in most cases, when students achieve advanced levels of language skill and cultural understanding.

Development of a global attitude. During their elementary school years, children are open to ideas of global understanding. Study of a foreign language and culture can serve as an important vehicle by which to expand their intercultural views. According to many child psychologists, children reach an important developmental stage at the age of ten (Lambert, & Klineberg, 1967). "Children are in the process of moving from egocentricity to reciprocity, and information introduced before the age of ten is eagerly received" (Curtain, & Pesola, 1988, p. 4). With this expansion, children will have the freedom to explore the wealth of values and perceptions of the world; they will not be restricted to any one narrow view of life or one limited set of options (Carpenter & Torney, 1973).

Enhancement of cognitive skills. Foreign language learning enhances cognitive development and basic skills performance in elementary school children. In her article in FLESNEWS (Spring, 1989), Marianne Fuchsen wrote that "Foreign language study necessitates the acquisition of new learning strategies because it is foreign; basic to preparation for a changing world is the development of abilities to meet new challenges" (p.6). This idea that exposure to "foreignness" can lead to cognitive change was well known to Piaget; he believed that cognitive development takes place when a child is faced with an idea or experience that does not fit into his or her realm of understanding. The cognitive conflict becomes the catalyst for new thinking. Thus, foreign language study becomes the catalyst for cognitive and psychological development in young children because of the "conflict" that such study presents.

Children who are adequately exposed to two languages at an early age experience gains: they are more flexible and creative, and they reach high levels of cognitive development at an earlier age than their monolingual peers (Hamayan, 1986).

Enhancement of communication skills. The study of foreign languages has also been shown to have positive effects on memory and listening skills. While children are developing the ability to communicate in a different language system, they also learn to see language as a phenomenon

in itself. Children become aware that language and its objects are independent of one another, and that there are many ways in which to refer to one object. This may also be the reason why language learning skills transfer from one language learning experience to another. Knowledge of one foreign language facilitates the study of a second foreign language (Curtain & Pesola, 1988).

Personal Benefits. Many personal benefits can be gained from the study of foreign languages; individuals who study foreign languages and cultures help themselves toward international and intercultural communication. They expose themselves to a global perspective, and enhance their career potential in the ever growing arena of international trade and cross-cultural professional exchange. (For more information on the personal benefits gained through foreign language study, see the ERIC Digest entitled Personal Benefits of Foreign Language Study, by H. Jarold Weatherford, 1986.)

Information Sources for Developing a Rationale

Research reports and studies can provide useful information on developing a foreign language program rationale. Strength through Wisdom, the President's Commission report on foreign language and international studies, provides a series of studies that highlight the need for providing students with opportunities for studying foreign languages. Paul Simon's book, The Tongue-Tied American: Confronting the Foreign Language Crisis (1987), is a very useful source for constructing a rationale for foreign language learning. The National Commission on Excellence in Education (1983) states that "achieving proficiency in a foreign language takes from four to six years" and suggests that such study should begin in the elementary school (Curtain, & Pesola, 1988, p.3).

State curriculum guides can also provide helpful information on developing a rationale. In Wisconsin's A Guide to Curriculum Planning in Foreign Language, for example, a number of long and short-term benefits of studying foreign languages are listed, including facilitating the learning of additional foreign languages, improving knowledge of geography, and achieving higher SAT and ACT scores, especially in verbal areas.

School curriculum guides are particularly important sources of a rationale for foreign language study at both the elementary and secondary level. "The local curriculum and philosophy provide the best information about the values and priorities of the school and community in which the language program will take place" (Curtain, & Pesola, 1988, p.7).

Conclusion

If education is a means by which to prepare children for the complicated world that they inhabit, to give them tools with which to understand new challenges, then the educational system should offer an expansive curriculum as early as possible. Research has shown that through foreign language study, elementary school children receive the opportunity to expand their thinking, to acquire global awareness, to extend their understanding of language as a phenomenon, and to reach an advanced proficiency level in that foreign language. Parents, educators, and policymakers should find these reasons more than enough to prove the benefits of beginning foreign language study in the elementary school.

References and ERIC Resources

Carpenter & Torney, J. (1973). Beyond the melting pot. In P. N. Markum & J. L. Land (Eds.) "Children and intercultural education" (pp.14-24). Washington, DC: Association for Childhood Education International.

Curtain, H. A. & Pesola, C. A. (1988) "Languages and children—Making the match." Reading, MA: Addison-Wesley Publishing Company.

Fuchsen, M. (Spring, 1989). Starting language early: A rationale. "FLESNEWS, 2" (3), 1, 6-7.

Lambert, W. E. & Klineberg, O. (1967). "Children's views of foreign people." New York: Appleton-Century-Crofts.

President's Commission on Foreign Language and International Studies. (1979). "Strength through wisdom: A critique of U.S. capability." Washington, DC: United States Government Printing Office.

Simon, P. (1980). "The tongue-tied American. Confronting the foreign language crisis." New York: Continuum Publishing Corporation.

DESCRIPTORS: Communication Skills, Curriculum Development, Educational Benefits, Educational Objectives, Elementary Education, Elementary School Curriculum, FLES, Global Approach, Information Sources, Language Proficiency, Second Language Learning, Second Language Programs, Skill Development, Teaching Methods Identifiers: ERIC Digests

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The Need for Foreign Language Competence in the United States

An ERIC Digest by Else Hamayan
November 1986

Text: How Language Competent are Americans?

Not very. In the words of Senator Paul Simon, the United States is a "linguistically malnourished" country compared with many other nations. Despite the large number of individuals from other language and cultural backgrounds who live in various communities throughout the United States, relatively few Americans can boast proficiency in a language other than English. While ample opportunities exist in many other countries to develop proficiency in a second language, exposure to foreign languages in the United States is far from adequate.

Why Aren't More U.S. Citizens Proficient in Foreign Languages?

Problems related to foreign language instruction in the United States have been both quantitative and qualitative. Significant trends, such as those begun with the passing of the National Defense Education Act (1958), have sparked interest in foreign language study in this country, but interest has never been sustained over a long enough period to result in the development of appreciable levels of foreign language proficiency. Unfortunately, the notion that foreign language instruction is an essential component of the school curriculum has never taken hold for a sustianed period of time, and language study in general has sometimes suffered from being thought of as an educational fad. Although the number of secondary school and undergraduate college students studying a foreign language in this country was never very substantial, this number dropped rather dramatically in the mid 70s, and very few elementary school students were exposed to foreign language instruction in the classroom. Although the increased numbers of individuals studying foreign languages at all levels of the school system at present give rise to optimism, a primary concern must be to find a way for foreign languages to remain part of the standard school curriculum.

Qualitatively, foreign language instruction in this country has focused on the development of formal structural knowledge rather than on communicative competence. Fortunately this is now changing throughout the country as more and more teachers are making use of innovative teaching approaches that promote the use of the foreign language for meaningful interaction. Thus the outlook for the future is good if the present trends are sustained, but it will be many years before we will feel the effects of having had a generation grow up with foreign language training at all levels of the school system.

What are Some Consequences of Language Incompetence?

The geographic isolation of the United States and the growing importance of English in the world have contributed to giving Americans a false sense of security vis a vis their need for foreign language competence. The fact is that the consequences of a mostly monolingual American society undermine our economic, political and social well-being.

From an economic standpoint, the United States suffers from an international trade gap which has a debilitating effect on our economy in the short-term, and which seriously threatens our economic well-being in the future. International businesses that are not adequately prepared to meet the cultural and linguistic needs of their foreign clientele very often lose the big account, and contribute in a substantial way to this economic problem. For example, when General Motors marketed its Chevrolet Nova in Puerto Rico and Latin America, no one realized that Nova, when spoken as two words in Spanish, means "It doesn't go." Sales were quite low until the name was changed for greater appeal. As international trade becomes a more integral part of the U.S. economy, the need for sales and marketing representatives who are fluent in the language of their buyers and who understand their buyers' culture becomes increasingly important.

The second domain that is adversely affected by U.S. citizens' lack of proficiency in foreign languages is political: some claim that linguistic incompetence poses a serious threat to our national security. Prior to the terrorist attack on the Berlin discotheque in March 1986, U.S. intelligence was intercepting messages from Tripoli to the Libyan People's Bureau in Berlin, and was unable to find an American employee who could interpret the messages, which were in Berber. Had these messages been interpreted in time, a tragedy might have been averted. Better intelligence about other countries and better communication with them are keys to political well-being.

Finally, the cultural isolation that results from a lack of exposure to foreign languages deprives U.S. students of a well-rounded global education, which includes knowledge about the fine arts, literature, history, and geography of other parts of the world. Additionally, our refusal as a nation to recognize the need for language competence and cultural awareness contributes to the widely held image of the arrogant American seeking to impose his language and culture on the world at large. The ability to speak other countries' languages with an awareness and understanding of their cultures is obviously crucial to effective international communication.

At What Age Can We Start to Teach a Foreign Language?

Foreign language learning should begin as early as possible. Research in the field of language acquisition suggests that for the child undergoing normal development in the native language, the earlier instruction in the foreign language begins, the higher the level of proficiency the child will attain in that language (Krashen, Long, and Scarcella, 1979). Because children are cognitively, affectively and socially more flexible than adolescents or adults, they are naturally more "efficient" foreign language learners. In fact, data from children who are raised bilingually indicate that given a supportive environment, a child can start learning two languages from birth. Moreover, children who are adequately exposed to two languages at an early age experience certain cognitive gains: they seem more flexible and creative, and they reach higher levels of cognitive development at an earlier age than their monolingual peers. Thus there are strong pedagogical and psychological reasons for making foreign language instruction part of the regular school curriculum for students at the earliest grade levels.

Who Should Receive Foreign Language Instruction?

All students, not only the gifted, are likely to benefit from exposure to foreign language instruction at all levels of the school experience. Research strongly indicates that intelligence plays only a minor role in predicting the achievement of foreign language proficiency (Genesee, 1976). A positive attitude toward other languages and cultures, an openness and flexibility in learning style, and a high level of motivation are the most important qualities a student can bring to the foreign language learning experience.

How Do We Become a Language-Competent Society?

The first step in becoming a language-competent society is to embark upon a commitment to language study at all levels of the school system. Attitudinal change is indeed essential, but the way to effect widespread attitudinal change is to institutionalize the study of foreign languages and cultures in our schools. Interested parents, school officials, policymakers, and members of the international business community have become convinced of the usefulness of foreign language study; they must take on the responsibility of convincing others that foreign language competence is desirable, and indeed necessary for our future well-being.

While interested individuals and organizations should be aware of short-term circumstances of the push for foreign language competence in the U.S., such as an advantageous political climate in the Congress, the overriding goal of any campaign for language competence must be to impress upon the public and policymakers alike the importance of a sustained effort in this regard. The development of foreign language competence in the United States will not occur after fits and starts of interest in language study, but only after many years of unwavering commitment to foreign language instruction in our schools.

ERIC References and Resources

American Council on the Teaching of Foreign Languages 579 Broadway Hastings-on-Hudson, NY 10706

Advocates for Language Learning P.O. Box 4964 Culver City, CA 90231

For More Information

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Hoegl, J.K. NATIONAL AND STATE NEEDS FOR FOREIGN LANGUAGE LEARNING IN GOVERNMENT, BUSINESS, TOURISM AND AGRICULTURE. Springfield, IL: Illinois State Board of Education, 1984. ED 259 588.

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Tucker, G.R. "Toward the Development of a Language-competent American Society." INTERNATIONAL JOURNAL OF THE SOCIOLOGY OF LANGUAGE 45 (1984): 153-160.

DESCRIPTORS: Age Differences, Attitude Change, Change Strategies, Cognitive Development, Cultural Awareness, Educational Assessment, Educational Improvement, Educational Needs, Elementary Secondary Education, International Relations, International Trade, Language Attitudes, Language Proficiency, Monolingualism, Second Language Instruction, Second Language Learning, Time Factors (Learning)

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Foreign Language and International Studies High Schools

An ERIC Digest by Carol A. Herron

October 1985

Text: What is Unique About These Schools?

Although most Language and International Studies High Schools (LISHS) are a part of the public school system, they represent a departure from the tradition of attendance by geographic location. Most have been established as magnet schools, i.e., schools that reflect a central academic or vocational theme and are organized to encourage students to attend school outside their own neighborhood. LISHS usually stress voluntary enrollment, although they may choose to direct their programs to special students, perhaps those with a certain grade point average or those identified as gifted and talented.

Generally, the academic curriculum (of both public and private high schools) emphasizes foreign languages, social sciences, and communications. The purpose of all three curricular areas is to help students develop the competencies necessary for effective participation in an international environment. The development of a functional command of at least one modern foreign language is the single element that distinguishes this kind of school from that of a regular high school or one that stresses social science programs and offers foreign language study as an elective. The absolute centrality of foreign language study cannot be stressed enough. No successes in "international education" will make up for failure in this area.

Students are expected to graduate with a functional competence of a foreign language; the background papers to the 1979 President's Commission stressed that during the LISHS experience, students and teachers are to use the foreign language as the medium of instruction not only in the foreign language classroom but also in the social science oriented courses. In addition to a first foreign language that students study for a minimum of four years, a second foreign language, preferably one of the less commonly taught languages (like Chinese, Arabic, Japanese), is to be studied for at least two years.

In order to satisfy state graduation requirements, students also take courses found in a traditional secondary school curriculum. Whenever possible, teachers in these subject areas agree to stress global concerns. In home economics, for example, students may prepare menus of Japanese foods. In a freshman English course, students may learn how to write Japanese poetry, and in their art class, calligraphy and brush painting will be included.

Field trips, independent study in cooperation with international agencies located in the area, and cultural exchange programs usually round out the curriculum. The focus of these experiences is that students are actively encouraged and given the opportunity to live, work, and play in an environment where they can use any achieved second or third language competency.

How Are These Schools Organized?

Foreign language and international studies programs can be designed and implemented on several models. One model involves one building in a single school district. This school draws teachers, resources, and students from the entire district (or, perhaps, the region) and is devoted exclusively to the study of foreign languages and international studies. This model is used by both public and private schools. A second model is a school-within-a-school. Due to space limitations or budgetary restraints, a certain portion of a school can be designated as a magnet school drawing students from the entire school district.

At the present time, the most prevalent magnet school model is the school-within-a-school concept. An example of such an organization is the North Fulton Center for International Studies in Atlanta, GA. The Center is located within the walls of North Fulton High School (NFHS). Of the 500 students enrolled at NFHS, approximately 200 are official participants in the Center. A unique feature of this magnet school is its racial mixture and cultural diversity: 52% of the students are black; 41% are white; and 7% are foreign-born. Applicants are admitted to the Center in grades 9 and 10. Criteria for admission are a reading score at grade level or above and a minimum grade-point average of 2.5 in social sciences, language arts, and any foreign language(s) studies. To remain enrolled in the Center, students must maintain an overall 2.5 grade-point average.

How Are These Schools Funded?

Dependence on federal support in the form of grants is not encouraged. The National Seminar on the Implementation

of International Schools, sponsored by Exxon Education Foundation in 1980, strongly advocated that Language and International Studies High Schools be developed through local resources, with federal funds playing at most a temporary supporting role in the beginning. The essential feature that will permit such schools to run at a relatively low operating cost is that the community, as distinct from only the school district, contributes its time and service. The assumption is that local industries and institutions will provide their services and expertise at a very low cost, if not free of charge, to an international high school. Indeed, the most effective schools are built on local ethnic concern and private corporate support.

What Unusual Problems Exist?

While such schools do afford choices to students who have different learning styles and interests, certain issues still need to be addressed. Staffing is a particularly crucial problem in international high schools as it is difficult to find faculty within a school district fluent enough in a second or third language to teach their particular subject matter (for example, world history) in the target language. In some cases, present faculty have to be retrained and/or native speakers from the community sought.

The issue of elitism is often raised as magnet schools are sometimes equated with selective schools. Yet, "selective" schools have contributed to public education (e.g., the Bronx High School for Science, alma mater to three Nobel Prize winners) and private education as well. Nevertheless, to avoid this issue, some international high schools have adopted a two-pronged approach: students choose between (1) preparing for and participating in a career-focused internship with an international company abroad or in an urban American center during the junior and senior years and (2) preparing for the International Baccalaureate Examination during the last two years of school.

The International Baccalaureate Program (IBP) was developed and is sponsored by a Swiss Foundation with headquarters in Geneva. The IBP offers standards of achievement in subjects traditionally studied in the last years of high school, leading to a diploma that is recognized by a large number of universities and colleges in 35 countries for purposes of admission, course credit/advance standing, advanced placement without credit, or a combination of these.

How Many Such Schools Are There?

As early as 1979, the President's Commission on Foreign Language and International Studies made a series of recommendations, one of which called for federal funding to develop 20 international high schools. These schools were to serve as national models and to offer intensive foreign language and cultural studies in addition to all regularly required courses. The primary purpose of such schools was to increase foreign language competence and to promote an international perspective in education. Today, of the more than 1,100 elementary and secondary magnet schools in the more than 130 school districts, the National Council on Foreign Languages and International Studies reports that 30 schools are specifically designated as Foreign Language and International Studies High Schools. In addition, there are several private schools with the same kinds of goals. A list of these can be obtained from the Global Perspectives Information Exchange Network. (See "Resources" list.)

The creation and maintenance of more language and international studies schools will not come from national trends, college pressure, or other impersonal forces, but from the intelligence, commitment, and interest of educators, parents, and local leaders.

The success of the concept does not depend on federal capitation grants or incentive funds. It builds on local ethnic concerns, world problems, and private corporate support within a community.

ERIC References and Resources

Global Perspectives in Education, Inc., 218 East 18th St., New York, NY 10003.

International Baccalaureate of North America, 680 5th Ave., New York, NY 10019.

National Council on Foreign Languages and International Studies, 605 3rd Ave., 17th Floor, New York, NY 10158.

For More Information

Blank, R.K. "The Effects of Magnet Schools on the Quality of Education in Urban School Districts." PHI DELTA KAPPAN 66(4) (1984):270-72.

Doyle, D.P., and M. Levine. "Magnet Schools and Quality in Public Education." PHI DELTA KAPPAN 66(4) (1984):265-70.

Gilliam, D. "The Glenbrook Academy: One Response to International Studies Imperatives." MODERN LANGUAGE JOURNAL 66(4) (1982):396-400

Herron, C. "A Community Supported Foreign Language High School: The North Fulton Center for International Studies." MODERN LANGUAGE JOURNAL 67(2) (1983):12-48.

Lipshy, E. HIGH SCHOOLS FOR FOREIGN LANGUAGES AND INTERNATIONAL STUDIES. President's Commission on Foreign Language and International Studies: Background Papers and Studies. Washington, D.C.: Government Printing Office (Stock No. 017-080-02070-0). ED 179 117.

President's Commission on Foreign Languages and International Schools. STRENGTH THROUGH WISDOM: A CRITIQUE OF U.S. CAPABILITY. 1979. ED 176 599.

Purves, A.C. (Ed.) NATIONAL SEMINAR ON THE IMPLEMENTATION OF INTERNATIONAL SCHOOLS, PROCEEDINGS. Urbana, Illinois: University of Illinois Press, 1981

DESCRIPTORS: Academic Standards, Administrative Problems, Cross Cultural Training, Cultural Enrichment, Elitism, Financial Support, High Schools, International Studies, Magnet Schools, Program Administration, Program Design, Second Language Programs, Secondary School Curriculum

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EJ578542
Risinger,-C.-Frederick
Global Education and the World Wide Web.
Social-Education; v62 n5 p276-77 Sep 1998
ABSTRACT: Observes that the impetus for global education and the growth of the Internet share common roots and are easily integrated for educational purposes. Provides critical reviews of five World Wide Web sites devoted to global education resources and includes the Web address for each site. (DSK)
DESCRIPTORS: *Educational-Resources; *Global-Education; *Instructional-Materials; *Internet-; *Multicultural-Education; *World-Wide-Web; Computer-Uses-in-Education; Elementary-Secondary-Education; Social-Studies

EJ596106
Ady,-Junko-K.
Computer-Mediated Communication in a High School Global Education Curriculum: A Brochure Project.
Social-Studies; v90 n4 p159-63 Jul-Aug 1999
ABSTRACT: Describes the "Brochure Project" in which the Japanese Language II honors students at Punahou School in Honolulu (Hawaii) concentrated on language study, global education, and technology when producing brochures about Hawaii in Japanese. Suggests that in a social studies classroom, the focus could be on global education and cultural comparison. (CMK)
DESCRIPTORS: *Computer-Mediated-Communication; *Cultural-Education; *Global-Education; *Japanese-Culture; *Second-Language-Learning; *Technology- Cross-Cultural-Studies; Electronic-Mail; Foreign-Countries; High-Schools; Social-Studies; World-Wide-Web

EJ565793
Pohan,-Cathy; Mathison,-Carla
WebQuests: The Potential of Internet-Based Instruction for Global Education.
Social-Studies-Review; v37 n2 p91-93 Spr-Sum 1998
ABSTRACT: Defines a "WebQuest" as an inquiry-oriented activity in which some or all of the information that learners interact with comes from resources on the Internet. Outlines six critical attributes of a WebQuest and provides a sample lesson. The lesson outlines the connections between democratic principles and pluralistic education. (MJP)
DESCRIPTORS: *Computer-Assisted-Instruction; *Computer-Networks; *Educational-Resources; *Global-Education; *Information-Utilization; *Internet-; Democratic-Values; Elementary-Secondary-Education; Global-Approach; Information-Networks; Information-Retrieval; Instructional-Materials; Multicultural-Education; Social-Studies; World-Wide-Web

EJ532844
Todd,-Sandy
Going Global: Desktop Video Conferencing with CU-SeeMe.
Learning-and-Leading-with-Technology; v24 n1 p57-61 Sep 1996
ABSTRACT: Students and teachers at Rocky Run Middle School (Virginia) use CU-SeeMe, a desktop video conferencing program providing real-time audio and visual, to communicate with educational communities in New Zealand and other international sites. Activities include helping foreign students adjust to American culture, teaching health education with expert input, and sharing student stories. (LAM)
DESCRIPTORS: *Audiovisual-Communications; *Cultural-Awareness; *Global-Education; *Interactive-Video; *International-Cooperation; Audiovisual-Instruction; Computer-Software; Foreign-Students; Health-Education; Middle-Schools; North-American-Culture

EJ608982
McEneaney,-John-E.; Kolker,-Jacob-M.; Ustinova,-Helen-S.
Technology-Based Global Education and its Implications for School-Univerisity Partnerships.
International-Journal-of-Social-Education; v13 n2 p66-76 Fall-Win 1998-1999
ABSTRACT: Contends that the travel model of global education, in which there is a need for students and teachers to be transported from one culture to another, does not recognize the changing nature of the modern global community. Argues instead for the "technology model" where the focus is communication through the Internet. (CMK)
DESCRIPTORS: *College-School-Cooperation; *Cultural-Awareness; *Global-Education; *Internet-; *Technology-; Educational-Philosophy; Elementary-Secondary-Education; Higher-Education; International-Programs; Social-Studies

ED410101
Garfield,-Gary-M.; McDonough,-Suzanne
Dig That Site: Exploring Archaeology, History, and Civilization on the Internet.
1997
Libraries Unlimited, P.O. Box 6633, Englewood, CO 80155-6633.
Document Not Available from EDRS.
ABSTRACT: This book combines the excitement of the Internet with conventional learning resources to explore early civilizations and cultures. This approach encourages independent student research, problem solving, and decision making while bringing together the fascination of archaeology with the Internet and hands-on learning activities. Students learn the geography, history, art, and culture of the civilizations being explored. The exploration

sites are listed by continent and a complete Internet address is given for each. Four introductory lessons and explorations in Asia, Europe, Africa, North America, South America, Australia and the Pacific, and Antarctica are included. Each exploration includes two hands-on activities related to aspects of the civilization being studied. Appendices contain information related to site journals, related organizations and resources, and the site index. (DDR)
DESCRIPTORS: *Archaeology-; *Computer-Uses-in-Education; *Global-Education; *Internet-; *Learning-Activities; Decision-Making; Educational-Strategies; Elementary-Education; Experiential-Learning; Foreign-Countries; Interdisciplinary-Approach; Lesson-Plans; Technology-; World-Wide-Web

EJ578544
Alger,-Chadwick-F.
Global Connections: Where Am I? How Did I Get Here? Where Am I Going?
Social-Education; v62 n5 p282-84 Sep 1998
ABSTRACT: Presents a series of questions designed to provoke students to think about their location in the world, the effect of global connections on their local culture, and current global problems and their implications. Includes Internet contact information for some United Nations agencies that provide information useful to students. (DSK)
DESCRIPTORS: *Geography-Instruction; *Global-Education; *History-Instruction; *Political-Issues; *Social-Problems; Elementary-Secondary-Education; Instructional-Materials; Internet-; Multicultural-Education; Social-Studies; World-Wide-Web

EJ553001
Pahl,-Ronald-H.
Internet India.
Social-Studies; v88 n4 p186-87 Jul-Aug 1997
Article is a column entry in "Tech Talk—For Social Studies Teachers."
ABSTRACTS: Reviews a number of Internet sites containing information on every aspect of life in Modern India. The various sites provide information on such diverse topics as the Indian film industry, politics, the booming Indian computer industry, changing status of women, and financial and political issues. (MJP)
DESCRIPTORS: *Computer-Uses-in-Education; *Global-Education; *Indians-; *Information-Networks; *Internet-; *World-Wide-Web; Asian-Studies; Computer-Networks; Cultural-Pluralism; Elementary-Secondary-Education; Foreign-Countries; Instructional-Materials; Non-Western-Civilization; Social-Studies

EJ594066
Schnell,-Claire; Schur,-Joan-Brodsky
Learning across Cultures: From New York City to Rotorua.
Social-Education; v63 n2 p75-79 Mar 1999
ABSTRACT: Describes a project in which one school in New York and another in New Zealand corresponded through video, fax, and e-mail. Explains that the project's focus was on the students learning about the Maori culture in New Zealand and the subcultures of New York and promoting cultural pride in all of the students. (CMK)
DESCRIPTORS: *Cultural-Background; *Ethnic-Groups; *Folk-Culture; *Global-Education; *Indigenous Populations; *Intercultural-Communication; Cultural-Awareness; Elementary-Education; Foreign-Countries; Junior-High-Schools; Maori-People; Social-Studies; Subcultures-

EJ582759
Taylor,-Howard-E.; Bowers,-Rebecca-S.; Morrow,-S.-Rex
Using the Internet to Teach for Global Understanding.
Southern-Social-Studies-Journal; v24 n1 p61-70 Fall 1998
DESCRIPTORS: *Global-Education; *Intercultural-Communication; *Internet-; *Multicultural-Education; *World-Wide-Web; Computer-Uses-in-Education; Elementary-Secondary- Education; Resource-Materials; Social-Studies; Teaching-Guides
ABSTRACT: Considers advantages and possible traps in using the Internet to teach global education. Contends that it provides new ways for students to be involved in learning and gives them access to a broader variety of materials while remaining in the classroom. Includes an annotated directory of sites relevant to teaching global understanding. (DSK)

ED381157
Khosrowpour,-Mehdi; Loch,-Karen-D.
Global Information Technology Education: Issues and Trends. Series in Global Information Technology Management.
1993
Idea Group Publishing, Olde Liberty Square, 4811 Jonestown Road, Suite 230, Harrisburg, PA 17109 ($45.95).
Document Not Available from EDRS.
ABSTRACT: This book provides insight into how countries around the world currently define their information science (IS) and information technology (IT) masters degree curriculum, and how they are responding to the challenge of internationalization. Global IT programs from both developed and developing countries are presented. Faculty and researchers are given access to course content, specific syllabi, and other materials so they can develop programs or individual courses in global IT, or incorporate global IT topics within existing curriculum. This book contains 16 chapters, organized into six sections. The first section introduces the issues related to delivering an internationally-oriented IT/IS curriculum. The second section contains two papers that discuss the significance of globalization to IT curricula. Section III offers a detailed examination of IT programs, the processes, and related issues to internationalizing the curriculum in different developing coun-

tries. Section IV presents experiences of several developing countries. Section V concerns useful strategies for teaching globalization. The last section discusses issues related to designing doctoral programs with an international component. A glossary of terms and authors' biographies are provided. (MAS)
DESCRIPTORS: *Curriculum-Design; *Curriculum-Development; *Global-Education; *Information-Science-Education; *Information-Technology; *Masters-Programs Developing-Nations; Doctoral-Programs; Educational-Strategies; Higher-Education; International-Cooperation

EJ496855
Egan,-David
On Line in New York.
Green-Teacher; n37 p22-25 Feb-Mar 1994
ABSTRACT: The International Education and Resource Network (I*EARN) creates an international classroom in which students work together on global education projects and literary and current events publications. Teacher David Egan describes some of the many activities available to students on the network. (LZ/Author)
DESCRIPTORS: *Computer-Mediated-Communication; *Global-Education; *Student-Projects; Activities-; Elementary-Secondary-Education; Environmental-Education; Partnerships- in-Education; Social-Studies; Telecommunications-

EJ580103
Barron,-Daniel-D.
The Worldly School Library Media Specialist: Global Education in the Global Village.
School-Library-Media-Activities-Monthly; v15 n4 p48-50 Dec 1998
ABSTRACT: Presents an annotated bibliography of research, journal, book, and Web resources supporting multiculturalism and global education. Discusses need to encourage students to seek out information from a diversity of viewpoints, scholarly traditions, and cultural perspectives to arrive at a reasoned and informed understanding of issues. (PEN)
DESCRIPTORS: *Annotated-Bibliographies; *Global-Education; Cultural-Pluralism; Elementary-Secondary-Education; Media-Specialists; Printed-Materials; Research-; Resources-; School-Libraries; Social-Cognition; Student-Motivation; Traditionalism-; World-Wide-Web

EJ578508
Yirchott,-Tuckie; Marquis,-Carol
Global Learning through Technology.
Social-Studies-Review; v38 n1 p37-42 Fall-Win 1998
ABSTRACT: Describes the use of computing technology in the Contemporary World History Project (CWHP), a year-long, two-part program that integrates the study of world problems within a traditional world history curriculum. Summarizes the use of the Internet via the International Communication and Negotiation Simulation Project (ICONS) in CWHP simulations. (DSK)
DESCRIPTORS: *Computer-Assisted-Instruction; *Current-Events; *Experiential-Learning; *Global-Education; *History-Instruction; *Simulation-; Computer-Uses-in-Education; Elementary-Secondary-Education; Internet-; Political-Science; Student-Projects

ED420606
Hinitz,-Blythe-F.; Stomfay-Stitz,-Aline-M.
Cyberspace: A New Frontier for Peace Education.
1997
Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
EDRS Price MF01/PC01 Plus Postage.
http://orders.edrs.com/members/sp.cfm?AN=ED420606
ABSTRACT: This paper explores four dimensions of telecommunications as resources for peace education: (1) advocacy for special issues or concerns as a social action component; (2) enhancement for teaching peace education and conflict resolution; (3) links in cyberspace as an added dimension for partnerships and collaborative projects; and (4) expansion of expertise through technology and collegial contacts in other global centers. Evidence collected from several disciplines in a global search for projects, processes, and products could offer a blueprint for action for those in peace education. Survey results are shared on the attitudes of 50 peace educators throughout the world on the potential of telecommunications. (EH)
DESCRIPTORS: *Conflict-Resolution; *Global-Education; *Peace-; *Telecommunications-Computers-; Distance-Education; Higher-Education; Information-Technology; Networks-

ED387081
Hunter,-Barbara; Bagley,-Carole-A.
Global Telecommunications Projects: Reading and Writing with the World.
1995
EDRS Price: MF01/PC01 Plus Postage.
http://orders.edrs.com/members/sp.cfm?AN=ED387081
ABSTRACT: This paper explores the potential of telecommunications in education. It is proposed that classrooms begin telecomputing by communicating with "electronic pen pals," where students write for a distant audience and learn about different cultures through interaction on the computer. The following three sequential stages of the process are outlined: (1) getting acquainted with pen pals; (2) acting as resources for each other and discussion of common issues; and (3) collaborating on a project. The section on collaboration discusses electronic writing projects, electronic databases, and electronic debates. The use of telecommunications in the development of reading, writing, and collaborative research and problem-solving skills is examined. A telecommunications project that involved

children writing for a real audience, conducted in a Withrow Elementary School (Stillwater, Minnesota) sixth grade class, is outlined. Benefits identified from involvement in telecommunications projects are development of literacy skills, personal and interpersonal skills, and development of global awareness. (MAS)

DESCRIPTORS: *Electronic-Mail; *Global-Education; *Group-Activities; *Telecommunications-; Childrens-Writing; Computer-Mediated-Communication; Computer-Uses-in- Education; Elementary-Education; Problem-Solving; Reading-Skills; Writing-Workshops

EJ572276
Kuehl,-C.-J.
Pushing Back Boundaries.
Momentum-; v29 n3 p38-41 Aug-Sep 1998
ABSTRACT: Narrates the expanded worldview Catholic school students at St. Gabriel School in Neenah, Wisconsin, gained after corresponding with children in Veliulla, Sri Lanka, through the Peace Corps' World Wise Schools program. Asserts that this cross-cultural exchange united children by fostering mutual understanding and appreciation beyond country boundaries. (VWC)
DESCRIPTORS: *Creative-Teaching; *Cross-Cultural-Studies; *Global-Education; *International-Educational-Exchange; *Teacher-Role; Catholic-Schools; Citizenship-Education; Cultural-Exchange; Elementary-Secondary-Education; Foreign-Countries; Humanistic-Education; Instructional-Innovation; Voluntary-Agencies; World-Views

EJ515372
Grossman,-David-L.
The Consortium for Teaching Asia and the Pacific in the Schools (CTAPS): A Case Study of Educationa' Reform in International Education.
International-Journal-of-Social-Education; v9 n2 p80-93 Fall-Win 1994-95
Theme issue topic: "Alternative Views of Student Motivation/Pacific Basin."
ABSTRACT: Maintains that today's students are becoming citizens in the context of the first truly global era in human history. Describes the origins, development, and resources available from the Consortium for Teaching Asia and the Pacific in the Schools. Contends that most project activities involve the professional development of teachers. (CFR)
DESCRIPTORS: *Educational-Change; *Global-Approach; *Global-Education; *International-Education; Curriculum-Development; Educational-History; Educational-Resources; Elementary-Secondary-Education; Foreign-Countries; Foreign-Culture; Foreign-Policy; Higher-Education; Inservice-Teacher-Education; Instructional-Materials; International-Studies; International-Trade; Social-Studies; Staff-Development

EJ578551
Collins,-H.-Thomas; Czarra,-Frederick-R.; Smith,-Andrew-F.
Resources on Global Education.
Social-Education; v62 n5 p306-10 Sep 1998
ABSTRACT: Provides a selective list of 19 associations that offer resources for teachers. Includes contact and Internet information, and a list of selected publications for each association. Incorporates a review essay by Ron Herring and Jonathan Weil entitled, "The Contemporary World History Project for Culturally Diverse Students." (DSK)
DESCRIPTORS: *Educational-Resources; *Global-Education; *Instructional-Materials Bibliographies-; Elementary-Secondary-Education; History-Instruction; Multicultural-Education; Social-Studies; Teaching-Guides

EJ533359
Risinger,-C.-Frederick
Global Education and the Social Studies: An ERIC/ChESS Sampler. ERIC/ChESS.
Canadian-Social-Studies; v30 n4 p190-91 Sum 1996
ABSTRACT: Provides an annotated bibliography of educational resources related to global education, either available through ERIC or accessible at most libraries. The resources cover a broad range of topics, including multicultural textbooks, global economics, and ecological issues. Includes ordering information for ERIC materials. (MJP)
DESCRIPTORS: *Curriculum-Study-Centers; *Educational-Resources; *Global-Education; *Instructional-Materials; *Social-Studies; Annotated-Bibliographies; Educational-Theories; Foreign-Countries; Global-Approach; Higher-Education; Information-Sources; International-Relations; Multicultural-Education; Supplementary-Reading-Materials; World-Affairs

Global Education: Internet Resources

An ERIC Digest by Laura A. Pinhey
March 1998

Developments over the past two decades have increased the media exposure of nations and interactions among them in politics, trade, education, science, medicine, entertainment, and athletics, as well as other arenas. Such attempts at international cooperation are frequently marred or thwarted by cultural misunderstandings. When citizens are reasonably informed about the cultures of other nations, the possibility of effective, fruitful interactions among nations is enhanced. In preparing today's students for the realities of life in the global age, global education is becoming crucial to the curriculum.

A good global education curriculum consists of more than simply facts and figures about nations and their relations with one another; it also encourages understanding of cultural differences and similarities, tolerance, and a globally interdependent view of the world. The goals of global education may be realized as never before through the use of telecommunications technologies such as the World Wide Web, electronic mail, and teleconferencing. These tools allow teachers to take global education beyond the textbook by connecting their classes with other students and even politicians, scientists, authors, CEOs, and other leaders from around the world. Opportunities for students and teachers to talk and work with people in other nations via these new communication media are opportunities to dispel stereotypes and forge camaraderie, both elemental steps toward building the mutual respect required for international relations in the global age.

Over the past 30 years, numerous non-profit organizations and grassroots groups have formed to further the cause of global education. Many of these groups produce curricula, newsletters, and books; develop education standards; conduct workshops and conferences; and support collaborative projects such as pen and keypal programs and exchange programs. Appropriately, many of these organizations maintain World Wide Web sites describing their programs and sometimes featuring on-line versions of their publications and other resources. This Digest points to the websites of some of the leading global education organizations, programs, and resources currently on the World Wide Web.

NOTE: The author has selected these sites because of their potential usefulness for global educators; however, she neither endorses all the content of the Internet resources on this list or the beliefs of the organizations sponsoring them, nor does she guarantee the stability of the sites or the accuracy of the information provided on them.

AMERICAN FORUM FOR GLOBAL EDUCATION
www.globaled.org/
The website of this non-profit organization provides information about the AFGE listserv for discussion of ideas and practices in global education; materials and programs for both the classroom and professional development; study tours and other projects; and a publications catalog.

CU-SeeMe SCHOOLS
www.gsn.org/cu/index.html
This section of the Global Schoolhouse website (presented by the Global SchoolNet Foundation and sponsored by Microsoft) is dedicated to informing teachers about the CU-SeeMe Schools program available to K-12 schools which have Internet videoconferencing capability. CU-SeeMe allows K-12 students and their teachers to interact and cooperate with other students, famous politicians, CEOs, scientists, authors, and other leaders around the world.

CHILDREN'S INTERNATIONAL SUMMER VILLAGES (CISV INTERNATIONAL)
www.ncl.ac.uk/~npre
According to their website, CISV is an "independent, non-political volunteer organization promoting peace education and cross-cultural friendship." CISV supports activities and programs that foster inter-cultural learning among children, young people, adults, and families.

CHOICES FOR THE 21ST CENTURY EDUCATION PROJECT
www.brown.edu/Research/Choices/
The website of this program of the Thomas J. Watson Jr. Institute for International Studies at Brown University features both classroom and community resources, including excerpts from the "Choices for the 21st Century" curriculum units, an annotated library of resources appropriate for use with the "Choices" curriculum, and information about "Choices" teacher workshops.

COUNCIL OF CHIEF STATE SCHOOL OFFICERS (CCSSO) POSITION AND RECOMMENDATIONS FOR ACTION ON GLOBAL EDUCATION
www.ccsso.org/intlpol.html

FOREIGN POLICY ASSOCIATION (FPA)
www.fpa.org/
This non-profit, non-governmental, non-partisan educational organization aims to educate Americans about significant world issues that affect their lives. The "Great Decisions" program, which focuses on secondary, college, and adult education about key foreign policy issues, is the core of the FPA's education efforts. The website includes extensive information on FPA's various programs, an opportunity to join the FPA on-line discussion group, and an on-line bookstore of FPA publications.

GLOBAL EDUCATOR'S GUIDE TO THE INTERNET
www.educ.uvic.ca/faculty/triechen
This guide is part of a Master's of Education project at the University of Victoria. The guide begins with a lengthy discussion of global perspective; cross-cultural awareness; using telecommunications and the Internet to promote a global perspective; telecommunications, action projects, and the Internet as alternative media; using the Internet effectively and cautiously; and global communication. Also describes and links to global education resources and projects on the World Wide Web, newsgroups, and listservs. Note: this site is intended to accompany the print version, which is available for order.

GLOBAL SCHOOLNET FOUNDATION
www.gsn.org/
"Linking Kids Around the World" is the motto displayed on this website. The resources and information on the site enable teachers, parents, and students to connect with classroom teachers and students around the world, join existing global education projects (such as International Schools CyberFair), or develop their own global education projects.

I*EARN (INTERNATIONAL EDUCATION AND RESOURCE NETWORK)
www.igc.apc.org/iearn/
Students and teachers from member schools in 30 countries collaborate via telecommunications on projects in the creative arts, language arts, humanities, social studies, science, and the environment and action projects that aim to improve the quality of life on the planet.

INTERCULTURAL E-MAIL CLASSROOM CONNECTIONS (IECC)
www.iecc.org
St. Olaf College hosts several free electronic mailing lists for teachers and classes interested in establishing classroom pen-pal and project exchanges through e-mail. This site provides information about subscribing to and using these lists and links to websites of other international e-mail classroom connection projects.

KIDLINK
www.kidlink.org/
Kidlink is a non-profit grassroots organization aimed at getting youth through the age of 15 involved in global dialog via public mailing lists, a private network for real-time interactions such as chats, and an on-line art exhibition site. Kidlink is supported by volunteers, mainly teachers and parents; over 100,000 children in 117 countries have participated in Kidlink since it began operation in 1991. This website extensively describes the history and structure of Kidlink and how to join.

NATIONAL COUNCIL FOR THE SOCIAL STUDIES (NCSS) POSITION ON GLOBAL EDUCATION
www.ncss.org/standards/positions/global.html
The full text of the NCSS position statement on K-12 global education, developed by the International Activities Committee of NCSS, is provided in this section of the NCSS website.

SPICE (STANFORD PROGRAM ON INTERNATIONAL AND CROSS-CULTURAL EDUCATION)
www-iis.stanford.edu/SPICE/index.html
An outreach program of the Institute for International Studies (IIS) at Stanford University, SPICE provides up-to-date curriculum materials on international topics for grades 6-14. The SPICE website consists of an on-line version of the SPICE publications catalog, which includes curricular materials on contemporary world issues, world cultures, world geography, and world history. The site also features the full-text of several free, introductory lesson plans, and the annual newsletter "SPICE Connections."

UNITED NATIONS CYBERSCHOOLBUS
www.un.org/Pubs/CyberSchoolBus/index.html
Curriculum, activities, and resources on the United Nations (UN), numerous nations, and international events and days of commemoration. Also featured is information on the Model UN, a simulation of the UN system; and the UN Publications' Educational Bookstore.

WORLD WISE SCHOOLS (WWS)
www.peacecorps.gov/www/dp/wws1.html
The World Wise Schools program of the Peace Corps allows United States educators and their students in grades 3-12 to correspond with Peace Corps Volunteers throughout the world. Besides information about how educators can participate in WWS, this site includes lesson plans, teaching guides, information on how to obtain educational videos, and other educational resources.

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DESCRIPTORS: Annotated Bibliographies, Educational Media, Elementary Secondary Education, Global Education, Information Sources, Social Studies, World Wide Web

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AVAILABLE FROM: ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Bloomington, IN, 47408, telephone: 812-855-3838; 800-266-3815.

Organizations and Web sites

The American Forum for Global Education (TAF)
120 Wall Street, Suite 2600, New York, NY 10005
Phone: (212) 624-1300; Fax: (212) 624-1412
Email: globed120@aol.com
URL: http://www.globaled.org
The American Forum for Global Education (TAF) is a private, non-profit organization founded in 1970. Its mission is to promote education for responsible citizenship in an increasingly interconnected and rapidly changing world by offering annual conferences; teacher workshops; quality curriculum resources; a monthly newsletter, *ACCESS*, and a *Global Resource Book*.

Center for the Study of Global Change
Indiana University, 201 North Indiana Avenue, Bloomington, IN 47408-4001
Phone: (812) 855-0756; Fax: (812) 855-6271
Email: global@indiana.edu
URL: http://www.indiana.edu/~global
The mission of the Center for the Study of Global Change is to infuse a global perspectiv[illegible] undergraduate and graduate teaching, research, and outreach to the K-12 and public communities, cutting across disciplines and world regions. Products and services include conferences, publications, and library resources about timely global issues, an International Studies Minor, concurrent International Studies Summer Institutes for students and teachers, international video-conferencing site directory, and a database of national profiles with Web links.

Center for Teaching International Relations (CTIR)
Graduate School of International Studies, University of Denver, 2201 South Gaylord Street, Denver, CO 80208
Phone: (303) 871-3106; (800) 967-2847; Fax: (303) 871-2456
Email: ctir@du.edu
URL: http://www.du.edu/ctir
For 30 years the Center for Teaching International Relations (CTIR) has focused on K-12 international education, developing student programs, teacher workshops, and publications to support professional educators and promote a better understanding of the world.

Choices for the 21st Century Education Project
Watson Institute for International Studies, Brown University, P.O. Box 1948, Providence, RI 02912-1948
Phone: (401) 863-3155; Fax: (401) 863-1247
Email: choices@brown.edu
URL: http://www.choices.edu
Established in 1988, the Choices for the 21st Century Education Project is a multifaceted educational program that seeks to engage students, educators, and the public in the consideration of international issues and to strengthen the quality of civic life in the United States.

Creative Connections
412 Main Street, Suite D, Ridgefield, CT 06877
Phone: (203) 431-4707; Fax: (203) 431-4411
Email: Worldlink@CreativeConnections.org
URL: http://www.creativeconnections.org
Creative Connections is a non-profit international cultural exchange organization that facilitates class-to-class exchanges between American schools and their counterparts around the world. There are three exchange programs available for classes of students ages 8-18: (1) social studies, English, and foreign language classes; (2) art classes; and (3) music classes.

Global Learning and Observations to Benefit the Environment (GLOBE)
1315 East-West Highway, Room 10600, Silver Spring, MD 20910-3282
Phone: (800) 858-9947; Fax: none listed
Email: info@globe.gov
URL: http://www.globe.gov
The Global Learning and Observations to Benefit the Environment (GLOBE) project is a hands-on international environmental science and education program, which involves a worldwide network of K-12 students and teachers and research scientists working together to study and understand the global environment.

Intercultural E-Mail Classroom Connections (IECC)
Teaching.com, 400 1st avenue, N., Suite 626
Minneapolis, MN 55401
Phone: (612) 399-1969 or (800) 644-4898; Fax: (612) 388-4817
Email: info@mightymedia.com
URL: http://www.iecc.org
Intercultural E-Mail Classroom Connections (IECC) is a free service to help teachers link with partners in other countries and cultures for e-mail classroom pen pal and project exchanges. Since its creation in 1992, IECC has distributed over 28,000 requests for e-mail partnerships. To date, more than 7,650 teachers in 82 countries have participated in one or more of the IECC lists.

International Education and Resource Network (iEARN)
475 Riverside Drive, Suite 540, New York, NY 10115
Phone: (212) 870-2693
Email: iearn@us.iearn.org
URL: http://www.iearn.org/about
The purpose of the International Education and Resource Network (iEARN), a non-profit organization, is to enable K-12 students and teachers to undertake projects designed to make a meaningful contribution to the health and welfare of the planet and its people. Since 1988, iEARN has pioneered online school linkages by facilitating 4,000 schools in 90 countries to work together on relevant educational projects at a very low cost through a global telecommunications network.

National Peace Corps Association (NPCA)
(in partnership with the Association for Supervision and Curriculum Development (ASCD))
1900 L Street, NW, Suite 205, Washington, DC 20036-5002
Phone: (202) 293-7728; (800) 967-2847; Fax: (202) 293-7554
Email: npca@rpcv.org
URL: see below

Global TeachNet
URL: http://www.rpcv.org/pages/globalteachnet.cfm
Global TeachNet is the premier professional development network for global educators, including K-12 teachers, post-secondary educators, and non-governmental organization representatives. It focuses on resources developed by teachers for teachers and includes both the "Globaled-L" listserv and a bimonthly newsletter.

Global Education Links
URL: http://www.rpcv.org/pages/
sitepage.cfm?id=232&ref=1#Summer
Global Education Links is a searchable Web site, providing links to numerous and varied global education programs and services.

Peace Corps—World Wise Schools (WWS)
1111 20th Street, NW, Washington, DC 20526
Phone: (202) 692-1450; (800) 424-8580 x1450; Fax: (202) 692-1421
Email: wwsinfo@peacecorps.gov
URL: http://www.peacecorps.gov/wws
The Peace Corps World Wise Schools (WWS) project is an innovative education program that seeks to engage learners in active inquiry about the world, themselves, and others in order to broaden perspectives, promote cultural awareness, appreciate global connections, and encourage service. Since 1989, more than one million US students have communicated directly with Peace Corps Volunteers all over the world. A range of resources is available for teachers.

Stanford Program on International and Cross-Cultural Education (SPICE)
Institute for International Studies, Stanford University, Encina Hall East, Ground Floor, 616 Serra Street, Stanford, CA 94305-6055
Phone: (650) 723-1114; (800) 578-1114; Fax: (650) 723-6784
Email: spice.sales@forsythe.stanford.edu
URL: http://spice.stanford.edu
Since 1976, the Stanford Program on International and Cross-Cultural Education (SPICE) has sought to internationalize elementary and secondary school curricula. It has developed supplementary curriculum materials focusing on international policy issues and their historical and cultural underpinnings.

World Pen Pals
P.O. Box 337, Saugerties, NY 12477
Phone: (845) 246-7828; Fax: same
URL: http://www.world-pen-pals.com
World Pen Pals has been promoting international friendship and cultural understanding between students in grades 5-12 around the world since 1950. Teachers can have their students make a friend, learn about another culture, or practice a foreign language through correspondence. World Pen Pals earned the top category rating by Consumer Reports (Zillions Magazine) in the July/August 1999 issue.

Area studies information
The following Web sites are among the many maintained by university-based National Resource Centers as well as professional organizations. These were selected for their inclusion of K-12 relevant teaching materials and aids.

Africa
The African Studies Center, University of Pennsylvania
http://www.sas.upenn.edu/African_Studies/AS.html

Asia
Association for Asian Studies
http://www.aasianst.org

Inner Asia and Uralic National Resource Center, Indiana University
http://www.indiana.edu/~iaunrc

Australia WWW Virtual Library
http://www.api-network.com/v1/

Middle East
Amideast
http://www.amid.east.org

Latin America
Center for Latin American Studies, University of Chicago
http://clas.uchicago.edu/

Canada
National Consortium for Teaching Canada
http://uvm.edu/~canada/nctc/

Western Europe
Center for West Europe Studies, University of Washington
http://www.jsis.artsci.washington.edu/programs/cwesuw

Eastern Europe
Center for Russian and East European Studies, University of Michigan
http://www.umich/~iinet.crees

IV. Appendices

Appendix A

How to Obtain the Full Text of Journal Articles and Documents Listed in the ERIC Database

The ERIC database provides the bibliographic citation—title, author, publisher, journal title, ISBN or ISSN, and year of publication—and an abstract for each journal article or document listed. Following is information on how to obtain the full text of the journal articles and documents listed in the ERIC database.

JOURNAL ARTICLES Journal articles listed in the ERIC database, denoted by a six-digit number preceded by the letters "EJ", such as EJ214839, are not available full text in the ERIC database or from any component of the ERIC system at this time. The text of journal articles listed in the ERIC database may be obtained from the following sources:

LIBRARIES Many journals listed in ERIC are available in university libraries and large public libraries and can be photocopied for a nominal fee.

INTERLIBRARY LOAN If no library near you carries the journal you need, you may be able to obtain a copy of the article from another library through interlibrary loan for little or no fee.

COMMERCIAL REPRINT SERVICES Copies of many journal articles can be purchased from commercial article reprint services such as:

Ingenta
Phone: 617-395-4046
Toll-free: 800-296-2221
E-mail: ushelp@ingenta.com
http://www.ingenta.com/ (registration required)
Price varies by publisher.

THE PUBLISHER OF THE JOURNAL If a copy of the article you seek cannot be obtained from any of the above sources, contact the journal publisher.

DOCUMENTS Documents listed in the ERIC database (books, conference papers, research reports, curriculum guides, and other non-journal materials) are denoted by a six-digit ERIC Accession Number preceded by the letters "ED," such as ED415690. The full text of documents listed in the ERIC database may be obtained from the following sources:

EDRS Contact ERIC Document Reproduction Service (EDRS). Approximately ninety percent of documents listed in the ERIC database are available for purchase in paper, microfiche, or electronic format. Journal articles listed in the ERIC database are not available from EDRS.
ERIC Document Reproduction Service (EDRS)
7420 Fullerton Road, Suite 110
Springfield, Virginia 22153-2852
Telephone: (703) 440-1400
Toll-free: (800)-443-ERIC (3742)
E-mail: edrs@inet.ed.gov
World Wide Web: http://edrs.com

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LIBRARIES Some documents listed in ERIC may be available in libraries.

INTERLIBRARY LOAN Ask about this at your local library.

PUBLISHERS Contact the publisher of the item you seek.

Appendix B

Submitting Documents for Inclusion in the ERIC Database

ERIC/ChESS depends on voluntary contributors to achieve our goal of comprehensive bibliographic coverage of the literature of social studies/social science education, art education, and music education; ERIC/ChESS would like to receive new documents on topics in these subject areas. We are especially interested in documents not usually available through other information sources such as teaching guides, conference papers and speeches, state-of-the-art studies, project descriptions, bibliographies, instructional materials, and research reports.

Advantages of Having Your Document in the ERIC Database

Dissemination Documents accepted by ERIC are reproduced on microfiche and distributed to the more than 900 subscribers to the ERIC microfiche collection around the world.

Retrievability The bibliographic descriptions developed by ERIC can be retrieved by the thousands of subscribers to ERIC on-line, on CD-ROM, and on the Internet.

Publicity If you wish to sell your document, you can have its availability (together with a contact address and price), announced to users of Resources in Education (RIE), thus publicizing your document. After you have sold all of your copies, the document is still available through the ERIC Document Reproduction Service (EDRS), if permission to reproduce the document has been granted to ERIC.

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Quality Quality is the single most important selection criterion. A document is reviewed based on its own merit and its relation to materials in the ERIC database. A document should:

- be relevant, answering current problems, needs, and interests of users
- contribute to new knowledge
- be creative or innovative
- be timely and reflective of current education trends

Reproducibility and Legibility Papers should be typed originals or clear photocopies. Good contrast between ink and paper is important. Colored inks, dark colored papers, and very small type do not reproduce well.

The author must sign a Reproduction Release form for each document submitted granting the ERIC system to reproduce it. Use the form on the next page (Appendix C), call ERIC/ChESS at 800-266-3815 to request a copy, or print or download a copy of the form from the Web at <http://eric-fac.piccard.csc.com/reprod.html>.

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Social Studies Development Center
Indiana University
2805 E. Tenth Street, Suite 120
Bloomington, Indiana 47408-2698

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ERIC Processing and Reference Facility
Acquisitions Department
1100 West St., 2nd Floor
Maryland, USA 20707-3598

This volume addresses trends and issues about global education in schools. Information is provided about what global education is and how to do it. Resources from ERIC (Educational Resources Information Center) are emphasized. ERIC Digests on various aspects of global education and other selected items from the ERIC database are offered to exemplify different viewpoints and approaches to global education. There is a directory to key organizations and World Wide Web sites that provide resources for teachers. In general, this is a handy guide for educators who want to include global education across the various subjects of the curriculum.

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